DOCUMENT RESUME

ED 398 123 SO 026 580

AUTHOR Johnson, Sonia R.
TITLE Education and Training of Accountants in Sub-Saharan Anglophone Africa. World Bank Technical Paper Number 305. Africa Technical Department Series.
INSTITUTION World Bank, Washington, D. C.
REPORT NO ISBN-0-8213-3467-0; ISSN-0253-7494
PUB DATE 96
NOTE 98p.
AVAILABLE FROM The World Bank, 1818 H Street, N.W., Washington, DC 20433.
PUB TYPE Information Analyses (070) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Accountants; *Business Administration Education; *Business Education; Comparative Education; *Developing Nations; Development; Foreign Countries; Higher Education; Professional Education; Professional Training
IDENTIFIERS *Africa (Sub Sahara)

ABSTRACT

This paper describes the accounting profession, and the education and training of accountants and accounting technicians in Sub-Saharan Anglophone Africa. The report reviews professional accounting examinations and degrees, education, practical training, and continuing professional education. The paper highlights the weaknesses in accounting education and training, and recommends measures to strengthen these areas, including the development of national and regional accounting bodies, the establishment of national accounting qualifications at both fully qualified and technician levels, and the strengthening of teaching institutions. Contains 11 references, 8 annexes, 25 boxes, and 12 tables. (Author)

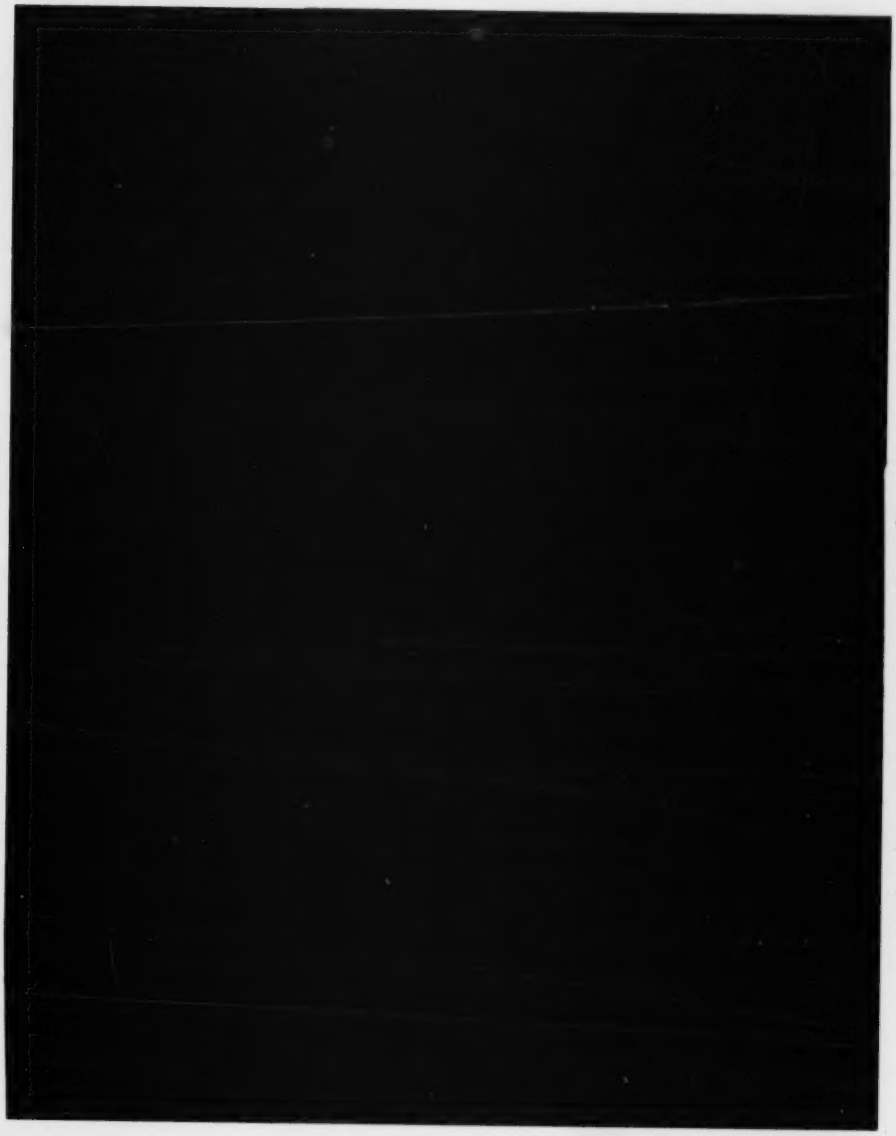
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 398 123

WORLD BANK TECHNICAL PAPER NUMBER 305
AFRICA TECHNICAL DEPARTMENT SERIES

Education and Training of Accountants in Sub-Saharan Anglophone Africa

Sonia R. Johnson



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
J. Feather
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

80 026580

BEST COPY AVAILABLE

RECENT WORLD BANK TECHNICAL PAPERS

No. 229 Webster, *The Emergence of Private Sector Manufacturing in Hungary: A Survey of Firms*

No. 230 Webster and Swanson, *The Emergence of Private Sector Manufacturing in the Former Czech and Slovak Federal Republic: A Survey of Firms*

No. 231 Eisa, Barghouti, Gillham, and Al-Saffy, *Cotton Production Prospects for the Decade to 2005: A Global Overview*

No. 232 Creightney, *Transport and Economic Performance: A Survey of Developing Countries*

No. 233 Frederiksen, Berkoff, and Barber, *Principles and Practices for Dealing with Water Resources Issues*

No. 234 Archondo-Callao and Faiz, *Estimating Vehicle Operating Costs*

No. 235 Claessens, *Risk Management in Developing Countries*

No. 236 Bennett and Goldberg, *Providing Enterprise Development and Financial Services to Women: A Decade of Bank Experience in Asia*

No. 237 Webster, *The Emergence of Private Sector Manufacturing in Poland: A Survey of Firms*

No. 238 Heath, *Land Rights in Côte d'Ivoire: Survey and Prospects for Project Intervention*

No. 239 Kirmani and Rangeley, *International Inland Waters: Concepts for a More Active World Bank Role*

No. 240 Ahmed, *Renewable Energy Technologies: A Review of the Status and Costs of Selected Technologies*

No. 241 Webster, *Newly Privatized Russian Enterprises*

No. 242 Barnes, Openshaw, Smith, and van der Plas, *What Makes People Cook with Improved Biomass Stoves? A Comparative International Review of Stove Programs*

No. 243 Menke and Fazzari, *Improving Electric Power Utility Efficiency: Issues and Recommendations*

No. 244 Liebenthal, Mathur, and Wade, *Solar Energy: Lessons from the Pacific Island Experience*

No. 245 Klein, *External Debt Management: An Introduction*

No. 246 Plusquellec, Burt, and Wolter, *Modern Water Control in Irrigation: Concepts, Issues, and Applications*

No. 247 Ameur, *Agricultural Extension: A Step beyond the Next Step*

No. 248 Malhotra, Koenig, and Sinsukprasert, *A Survey of Asia's Energy Prices*

No. 249 Le Moigne, Easter, Ochs, and Giltner, *Water Policy and Water Markets: Selected Papers and Proceedings from the World Bank's Annual Irrigation and Drainage Seminar, Annapolis, Maryland, December 8-10, 1992*

No. 250 Rangeley, Thiam, Andersen, and Lyle, *International River Basin Organizations in Sub-Saharan Africa*

No. 251 Sharma, Rietbergen, Heimo, and Patel, *A Strategy for the Forest Sector in Sub-Saharan Africa*

No. 252 The World Bank/FAO/UNIDO/Industry Fertilizer Working Group, *World and Regional Supply and Demand Balances for Nitrogen, Phosphate, and Potash, 1992/93–1998/99*

No. 253 Jensen and Malter, *Protected Agriculture: A Global Review*

No. 254 Frischtak, *Governance Capacity and Economic Reform in Developing Countries*

No. 255 Mohan, editor, *Bibliography of Publications: Technical Department, Africa Region, July 1987 to April 1994*

No. 256 Campbell, *Design and Operation of Smallholder Irrigation in South Asia*

No. 258 De Geyndt, *Managing the Quality of Health Care in Developing Countries*

No. 259 Chaudry, Reid, and Malik, editors, *Civil Service Reform in Latin America and the Caribbean: Proceedings of a Conference*

No. 260 Humphrey, *Payment Systems: Principles, Practice, and Improvements*

No. 261 Lynch, *Provision for Children with Special Educational Needs in the Asia Region*

No. 262 Lee and Bobadilla, *Health Statistics for the Americas*

No. 263 Le Moigne, Subramanian, Xie, and Giltner, editors, *A Guide to the Formulation of Water Resources Strategy*

No. 264 Miller and Jones, *Organic and Compost-Based Growing Media for Tree Seedling Nurseries*

No. 265 Viswanath, *Building Partnerships for Poverty Reduction: The Participatory Project Planning Approach of the Women's Enterprise Management Training Outreach Program (WEMTOP)*

No. 266 Hill and Bender, *Developing the Regulatory Environment for Competitive Agricultural Markets*

No. 267 Valdés and Schaeffer, *Surveillance of Agricultural Prices and Trade: A Handbook for the Dominican Republic*

(List continues on the inside back cover)

WORLD BANK TECHNICAL PAPER NUMBER 305
AFRICA TECHNICAL DEPARTMENT SERIES

Education and Training of Accountants in Sub-Saharan Anglophone Africa

Sonia R. Johnson

The World Bank
Washington, D.C.

Copyright © 1996
The International Bank for Reconstruction
and Development/THE WORLD BANK
1818 H Street, N.W.
Washington, D.C. 20433, U.S.A.

All rights reserved
Manufactured in the United States of America
First printing January 1996

Technical Papers are published to communicate the results of the Bank's work to the development community with the least possible delay. The typescript of this paper therefore has not been prepared in accordance with the procedures appropriate to formal printed texts, and the World Bank accepts no responsibility for errors. Some sources cited in this paper may be informal documents that are not readily available.

The findings, interpretations, and conclusions expressed in this paper are entirely those of the author(s) and should not be attributed in any manner to the World Bank, to its affiliated organizations, or to members of its Board of Executive Directors or the countries they represent. The World Bank does not guarantee the accuracy of the data included in this publication and accepts no responsibility whatsoever for any consequence of their use. The boundaries, colors, denominations, and other information shown on any map in this volume do not imply on the part of the World Bank Group any judgment on the legal status of any territory or the endorsement or acceptance of such boundaries.

The material in this publication is copyrighted. Requests for permission to reproduce portions of it should be sent to the Office of the Publisher at the address shown in the copyright notice above. The World Bank encourages dissemination of its work and will normally give permission promptly and, when the reproduction is for noncommercial purposes, without asking a fee. Permission to copy portions for classroom use is granted through the Copyright Clearance Center, Inc., Suite 910, 222 Rosewood Drive, Danvers, Massachusetts 01923, U.S.A.

The complete backlist of publications from the World Bank is shown in the annual *Index of Publications*, which contains an alphabetical title list (with full ordering information) and indexes of subjects, authors, and countries and regions. The latest edition is available free of charge from the Distribution Unit, Office of the Publisher, The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, U.S.A., or from Publications, The World Bank, 66, avenue d'Iéna, 75116 Paris, France.

Sonia R. Johnson is a consultant in the Capacity Building and Implementation Support Division of the Africa Technical Department at the World Bank.

ISSN: 0253-7494

Library of Congress Cataloging-in-Publication Data

Johnson, Sonia R., 1958–
Education and training of accountants in Sub-Saharan anglophone Africa / Sonia R. Johnson
p. cm. — (World Bank technical paper; no. 305)
Includes bibliographical references.
ISBN 0-8213-3467-0
1. Accountants—Training of—Africa, Sub-Saharan. 2. Accounting—Study and teaching—Africa, Sub-Saharan. I. Title. II. Series.
HF5630.J63 1995
657'.071'068—dc20 95–42796
CIP

Technical Paper Series

No. 130 Kiss, editor, *Living with Wildlife: Wildlife Resource Management with Local Participation in Africa*

No. 132 Murphy, Casley, and Curry, *Farmers' Estimations as a Source of Production Data: Methodological Guidelines for Cereals in Africa*

No. 135 Walshe, Grindle, Nell, and Bachmann, *Dairy Development in Sub-Saharan Africa: A Study of Issues and Options*

No. 141 Riverson, Gaviria, and Thriscutt, *Rural Roads in Sub-Saharan Africa: Lessons from World Bank Experience*

No. 142 Kiss and Meerman, *Integrated Pest Management and African Agriculture*

No. 143 Grut, Gray, and Egli, *Forest Pricing and Concession Policies: Managing the High Forests of West and Central Africa*

No. 157 Critchley, Reij, and Seznec, *Water Harvesting for Plant Production, vol. II: Case Studies and Conclusions for Sub-Saharan Africa*

No. 161 Riverson and Carapetis, *Intermediate Means of Transport in Sub-Saharan Africa: Its Potential for Improving Rural Travel and Transport*

No. 165 Kellaghan and Greaney, *Using Examinations to Improve Education: A Study in Fourteen African Countries*

No. 179 Speirs and Olsen, *Indigenous Integrated Farming Systems in the Sahel*

No. 181 Mining Unit, Industry and Energy Division, *Strategy for African Mining*

No. 188 Silverman, *Public Sector Decentralization: Economic Policy and Sector Investment Programs*

No. 194 Saint, *Universities in Africa: Stabilization and Revitalization*

No. 196 Mabogunje, *Perspective on Urban Land and Urban Management Policies in Sub-Saharan Africa*

No. 197 Zymelman, editor, *Assessing Engineering Education in Sub-Saharan Africa*

No. 199 Hussi, Murphy, Lindberg, and Brenneman, *The Development of Cooperatives and Other Rural Organizations: The Role of the World Bank*

No. 203 Cleaver, *A Strategy to Develop Agriculture in Sub-Saharan Africa and a Focus for the World Bank*

No. 208 Bindlish and Evenson, *Evaluation of the Performance of T&V Extension in Kenya*

No. 209 Keith, *Property Tax: A Practical Manual for Anglophone Africa*

No. 214 Bonfiglioli, *Agro-pastoralism in Chad as a Strategy for Survival: An Essay on the Relationship between Anthropology and Statistics*

No. 218 Mohan, editor, *Bibliography of Publications: Technical Department, Africa Region—July 1987 to December 1992*

No. 225 Dia, *A Governance Approach to Civil Service Reform in Sub-Saharan Africa*

No. 226 Bindlish, Evenson, and Gbetibouo, *Evaluation of T&V-Based Extension in Burkina Faso*

No. 227 Cook, editor, *Involuntary Resettlement in Africa: Selected Papers from a Conference on Environment and Settlement Issues in Africa*

No. 232 Creightney, *Transport and Economic Performance: A Survey of Developing Countries*

No. 238 Heath, *Land Rights in Côte d'Ivoire: Survey and Prospects for Project Intervention*

No. 250 Rangeley, Thiam, Andersen, and Lyle, *International River Basin Organizations in Sub-Saharan Africa*

No. 251 Sharma, Rietbergen, Claude R. Heimo, and Jyoti Patel, *A Strategy for the Forest Sector in Sub-Saharan Africa*

No. 255 Mohan, editor, *Bibliography of Publications: Technical Department, Africa Region, July 1987 to April 1994*

No. 276 Johnson, *Quality Review Schemes for Auditors: Their Potential for Sub-Saharan Africa*

No. 277 Convery, *Applying Environmental Economics in Africa*

No. 298 Odaga and Heneveld, *Girls and Schools in Sub-Saharan Africa: From Analysis to Action*

No. 301 Mohan, editor, *Bibliography of Publications: Technical Department, Africa Region, July 1987 to April 1995*

No. 303 Heneveld and Craig, *Schools Count: World Bank Project Designs and the Quality of Primary Education in Sub-Saharan Africa*

Discussion Paper Series

No. 82 Psacharopoulos, *Why Educational Policies Can Fail: An Overview of Selected African Experiences*

No. 83 Craig, *Comparative African Experiences in Implementing Educational Policies*

No. 84 Kiros, *Implementing Educational Policies in Ethiopia*

No. 85 Eshiwani, *Implementing Educational Policies in Kenya*

No. 86 Galabawa, *Implementing Educational Policies in Tanzania*

No. 87 Thelejani, *Implementing Educational Policies in Lesotho*

No. 88 Magalula, *Implementing Educational Policies in Swaziland*

No. 89 Odaet, *Implementing Educational Policies in Uganda*

No. 90 Achola, *Implementing Educational Policies in Zambia*

No. 91 Maravanyika, *Implementing Educational Policies in Zimbabwe*

No. 101 Russell, Jacobsen, and Stanley, *International Migration and Development in Sub-Saharan Africa, vol. I: Overview*

No. 102 Russell, Jacobsen, and Stanley, *International Migration and Development in Sub-Saharan Africa, vol. II: Country Analyses*

No. 132 Fuller and Habte, editors, *Adjusting Educational Policies: Conserving Resources while Raising School Quality*

No. 147 Jaeger, *The Effects of Economic Policies on African Agriculture: From Past Harm to Future Hope*

No. 175 Shanmugaratnam, Vedeld, Massige, and Bovin, *Resource Management and Pastoral Institution Building in the West African Sahel*

No. 181 Lamboray and Elmendorf, *Combatting AIDS and Other Sexually Transmitted Diseases in Africa: A Review of the World Bank's Agenda for Action*

No. 184 Spurling, Pee, Mkamanga, and Nkwanyana, *Agricultural Research in Southern Africa: A Framework for Action*

No. 211 Weijenberg, Dioné, Fuchs-Carsch, Kéré, and Lefort, *Revitalizing Agricultural Research in the Sahel: A Proposed Framework for Action*

No. 219 Thillairajah, *Development of Rural Financial Markets in Sub-Saharan Africa*

No. 230 Saito, *Raising the Productivity of Women Farmers in Sub-Saharan Africa*

No. 231 Bagchee, *Agricultural Extension in Africa*

No. 234 Keck, Sharma, and Feder, *Population Growth, Shifting Cultivation, and Unsustainable Agricultural Development: A Case Study in Madagascar*

No. 242 Biggs, Moody, van Leeuwen, and White, *Africa Can Compete! Export Opportunities and Challenges for Garments and Home Products in the U.S. Market*

No. 251 Aryeetey, Baah-Nuakoh, Duggleby, Hettige, and Steel, *Supply and Demand for Finance of Small Enterprises in Ghana*

No. 252 Pinto and Mrope, *Projectizing the Governance Approach to Civil Service Reform: An Environment Assessment for Preparing a Sectoral Adjustment Loan in the Gambia*

No. 258 Duncan and Muvandi, *The Rate of Fertility Decline in Botswana and Zimbabwe*

No. 259 Scribner, *Policies Affecting Fertility and Contraceptive Use: An Assessment of Twelve Sub-Saharan Countries*

No. 260 Popiel, *Financial Systems in Sub-Saharan Africa: A Comparative Study*

No. 265 Gopal and Marc, *World Bank-Financed Projects with Community Participation: Procurement and Disbursement Issues*

No. 266 Venkatesan, *Seed Systems in Sub-Saharan Africa: Issues and Options*

No. 271 Parker, Riopelle, and Steel, *Small Enterprises Adjusting to Liberalization in Five African Countries*

No. 274 Marc, Graham, Schacter, and Schmidt, *Social Action Programs and Social Funds: A Review of Design and Implementation in Sub-Saharan Africa*

No. 280 Cleaver and Donovan, *Agriculture, Poverty, and Policy Reform in Sub-Saharan Africa*

No. 302 Harrold and Associates, *The Broad Sector Approach to Investment Lending: Sector Investment Programs.*

No. 311 Harrold, *The Impact of the Uruguay Round on Africa.*

Contents

Page

Foreword ix

Abstract xi

Acknowledgments xiii

Abbreviations xv

Executive Summary 1

- Education and Training 1
- Objective of this Report 1
- Conclusions and Recommendations 2

1. The Accounting Profession in Anglophone Africa 5

- National Accounting Bodies 5
- International and Regional Accounting Bodies 9
- Government Involvement in the Accounting Profession 11
- Donor Involvement in the Accounting Profession 11
- Conclusions 11

2. Accounting Education and Training 13

- Accounting Examinations 13
- IFAC Guideline: Prequalification Education Tests of Professional Competence and Practical Experience of Professional Accountants 15
- Accounting Degrees 15
- Professional Examination Completion 16
- Professional Accounting Education 17
- Accounting Technicians 19
- Training 19
- Continuing Professional Education 21
- Conclusions 21

3. Conclusions and Recommendations 23

- The Accounting Profession 23
- Regional Accounting Bodies 23
- Examinations 24
- Accounting Degrees 24

Education ... 24
Accounting Technicians ... 25
Training ... 25
Continuing Professional Education ... 25
Conclusions and Recommendations ... 25

Annexes

A. The Accounting Profession in Anglophone Africa ... 33

B. Accounting Examinations ... 39

C. Accounting Education: Accounting Degrees ... 49

D. Accounting Education: Professional Education ... 53

E. Accounting Technicians ... 63

F. Training of Accountants ... 67

G. Continuing Professional Education ... 71

H. IFAC Strategic Framework for Prequalification Education for the Year 2000 ... 75

References ... 77

Boxes

1.1 The Institute of Certified Public Accountants of Uganda ... 8
1.2 The Institute of Chartered Accountants of Zimbabwe ... 9
1.3 The Eastern Central and Southern African Federation of Accountants ... 10

2.1 Access to the Accounting Profession in South Africa ... 16
2.2 The Zambia Centre for Accountancy Studies ... 18
2.3 The Zambia Institute of Certified Accountants ... 19
2.4 Results of Quality Review Scheme for Auditors Pilot Reviews ... 20

A.1 Structure of the Accounting Profession in Malawi ... 31
A.2 Organization Structure of the Institute of Chartered Accountants of Zimbabwe 35
A.3 The Institute of Certified Public Accountants of Kenya ... 36

B.1 Kenya Accountants and Secretaries Examinations Board ... 40
B.2 The Public Accountants Examinations Board of Malawi ... 41
B.3 ICAZ Examinations and Method of Examining ... 44
B.4 The UK Association of Accounting Technicians ... 45

D.1 Private Sector Colleges ... 54
D.2 The Zimbabwe Association of Accounting Technicians ... 55
D.3 The Certified General Accountants' Association of Canada ... 58

D.4 Lack of Training Facilities Outside Nairobi 60
D.5 ICAZ Education Committee 61

E.1 The Zimbabwe Association of Accounting Technicians 64

F.1 The Insitute of Chartered Accountants of Zimbabwe 67
F.2 Monitoring of Accounting Training in Kenya 68
F.3 The Chartered Association of Certified Accountants 69

G.1 The Institute of Certified Public Accountants of Kenya 72
G.2 The Institute of Chartered Accountants in Ireland 73

Tables

1.1 The Accounting Profession in Anglophone Africa 6

2.1 Professional Accounting Examinations 14

3.1 Recommendations 27

A.1 Development of the Accounting Profession 33
A.2 Possible Routes to Qualifying as an Accountant 38

B.1 IFAC Course Requirements 42
B.2 Final Test of Professional Competence 43
B.3 AAT Qualification Structure 47

D.1 Survey of Kenyan CPAs 57
D.2 Survey of Educational Institutions 57
D.3 Survey of Quality of Accounting Education 59

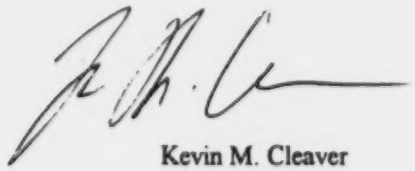
E.1 IFAC Course Requirements 66

Foreword

The accounting profession in Sub-Saharan Anglophone Africa is struggling to survive. Accounting bodies, while present in most countries, are failing to develop national accounting qualifications, adopt accounting and auditing standards, and monitor the quality of their members. This prevents them from providing a leadership role in improving financial management, and from producing accountants able to compete in a global economy. The status of the accounting profession is closely linked to the quality of accounting education. If the profession in Anglophone Africa is to develop, the quality of accounting education must improve.

This paper provides an overview of the accounting profession, and education and training of accountants and accounting technicians in Sub-Saharan Anglophone Africa. It looks at professional accounting examinations and degrees, education and training, and continuing professional education. The paper recommends the strengthening of national accounting bodies and qualifications, plus the development of regional accounting bodies. Many countries in Anglophone Africa will never have a sufficient membership base to offer a full range of services to members and students. Regional bodies could play a key role in helping develop regional accounting qualifications, and accounting and auditing standards. As well as being cost-effective, the development of regional bodies would also help with regional integration, and the movement of accountants between countries.

Donor support for accounting education in Anglophone Africa has been reasonably successful, and the paper provides examples of best practice. External assistance, however, is still required to help the profession develop. For some countries, assistance is required with localizing examinations, and for others it is needed to strengthen the national accounting body. An inescapable conclusion is that sustained economic growth is contingent upon a sound accounting infrastructure and an appropriately trained accounting profession.



Kevin M. Cleaver
Director
Technical Department
Africa Region

Abstract

This paper describes the accounting profession, and the education and training of accountants and accounting technicians in Sub-Saharan Anglophone Africa. It reviews professional accounting examinations and degrees, education, practical training, and continuing professional education. The paper highlights the weaknesses in accounting education and training, and recommends a number of measures to strengthen these areas. These include the development of national and regional accounting bodies, the establishment of national accounting qualifications at both fully qualified and technician level, and the strengthening of teaching institutions.

Acknowledgments

This study was carried out with assistance from the accounting professions in Kenya, Malawi and Zimbabwe. Specific thanks are given to the following individuals. From the World Bank: U. Mbanefo and G. Russell, Peer Reviewers; R.A. Andersen, P. Bermingham, B. de Chazal, J.E. Graves, C. Lyle, J. Makanda, D. Sjamsubahri, and R. Sullivan who provided helpful comments on the report; and S. Ngo-Bodog who kindly provided high quality desktop publishing expertise. From outside the Bank: P. Dean (UNDDSMS), Ho Foong Moi (Malaysian Institute of Accountants), M. Kelly (IFAC), J. Kerry (ZCAS), B.J. Lynch (ICAI), R.E. Reed, R. de Reyna (UNTAD), and L.S.L. Utouh (NBAA).

Abbreviations

AAA	American Accounting Association
AAT	Association of Accounting Technicians
ABASA	Association for the Advancement of Black Accountants of Southern Africa
ABWA	Association of Accountancy Bodies of West Africa
ACCA	Chartered Association of Certified Accountants
AECC	American Education Change Commission
AICPA	American Institute of Certified Public Accountants
CGAA	Certified General Accountants' Association of Canada
CICA	Canadian Institute of Chartered Accountants
CPA	Certified Public Accountant
CPE	Continuing Professional Education
CPS	Certified Public Secretary
CIMA	Chartered Institute of Management Accountants
ECSAFA	Eastern Central and Southern African Federation of Accountants
EU	European Union
FAP	Financial Accountability Program
ICAI	Institute of Chartered Accountants in Ireland
ICAZ	Institute of Chartered Accountants of Zimbabwe
ICSA	Institute of Chartered Secretaries and Administrators
ICPAK	Institute of Certified Public Accountants of Kenya
IDA	International Development Association
IFAC	International Federation of Accountants
KASNEB	Kenya Accountants and Secretaries Examinations Board
KATC	Kenya Accounting Technician Certificate
MAB	Malawi Accountants Board
NBAA	National Board of Accountants and Auditors
NVQ	National Vocational Qualification
ODA	Overseas Development Administration
PAEC	Public Accountants Examination Council
RAB	Registration of Accountants Board
SOCAM	Society of Accountants in Malawi
SSA	Sub-Saharan Africa
UNDP	United Nations Development Program
UNISA	University of South Africa
ZCAS	Zambia Centre for Accountancy Studies
ZICA	Zambia Institute of Certified Accountants
ZAAT	Zimbabwe Association of Accounting Technicians
ZIPFA	Zimbabwe Institute of Public Finance and Accountancy

Executive Summary

In many countries in Sub-Saharan Africa (SSA), accounting and auditing performance has been unsatisfactory in recent years. This is due primarily to a critical shortage of accountants at all levels, the lack of recognized and accepted accounting and auditing standards, and the inadequacy of accounting development. Given that resources are limited in Africa, it is vital that they are put to best use, and are not lost through poor decision-making and weak control. Increasingly, accounting is providing the basis for performance evaluation, and the development of the accounting and auditing profession is important in achieving this. Training professional accountants is a slow process, and there are more vacancies than qualified personnel.

Numerous studies of accounting in SSA have concluded that sustained economic growth cannot be maintained without a sound accounting infrastructure and an appropriately trained accounting profession. The way in which accountants are educated and the sophistication of that education are critical to the ability of the profession to carry out its responsibilities. A 1993 global survey of accounting education (UN 1994) found a positive correlation between the status of the profession, and the quality of accounting education. Attempts to improve accounting education are only likely to yield significant success when the quality and status of the profession are high. An educational program that prepares students for a low-status profession does not attract the best teachers and students, does not gain government and private sector funding, and does not offer a promise for a fulfilling career. If accounting is to improve in Africa, it is important that the quality of education and the profession improves.

Education and Training

Poor education is a stumbling block to the development of the accounting profession. The low level of technical accounting and auditing competence is both a quantitative and qualitative problem. In 1990, the UN Centre on Transnational Corporations, the International Labour Office and the World Bank participated in a survey on accounting needs in Africa (UN 1991). The survey found that the most immediate need was the education and training of accounting students. Many countries have their own national accounting bodies but the establishment of a body does not necessarily mean that the accounting profession is thriving. Establishing an effective body takes time and money, and many countries (especially the smaller ones) are struggling to develop their accounting bodies. Strong national accounting bodies are required to provide leadership to ensure the application of sound accounting and auditing standards, to regulate the ethical standards of accountants, and to set examinations for students. There is also the related need for good colleges to prepare students for these examinations and for employers willing to provide staff with appropriate on-the-job training.

Objective of this Report

This report provides an overview of the accounting profession and the education and training of accountants in Sub-Saharan Anglophone Africa. It looks at the following areas:

- The accounting profession;
- Accounting examinations;
- Accounting degrees;
- Education of accountants and accounting technicians;
- Whether the courses are appropriate; standard and content of examinations;
- Training of accountants and accounting technicians; and
- Continuing professional education.

For each of these areas, the report looks at what has been accomplished and compares it, where applicable, to IFAC Guidelines and worldwide norms. Through its annexes, this report also provides an in-depth study of accounting examinations, degrees, education, training, accounting technician qualifications, and continuing professional education (CPE). This report is one component of the World Bank's Africa Region Financial Accountability Program (FAP). The objective of the FAP is to improve the quality of financial management in Sub-Saharan Africa (SSA). The FAP has four components: Quality Review Schemes for Auditors; Education and Training of Accountants and Accounting Technicians; Accounting and Auditing Standards; and Public Sector Financial Management.

This report concentrates on the education and training of accountants for private sector employment in Sub-Saharan Anglophone Africa. Training of government accountants and auditors will be discussed in the Public Sector Financial Management component of the FAP. Education and training of accountants in Francophone Africa will be reviewed in a later report.

Conclusions and Recommendations

The report has the following conclusions and recommendations:

- Every country must have a national accounting body or institute. An accounting body provides the necessary leadership to develop the profession. It is key to the future of the profession.
- It is preferable for all aspects of the profession to be handled by one body, from setting examinations to regulating members. Having a number of bodies is not cost-effective, and can hamper the development of the profession. Ideally, the accounting body should be independent of government, but established under law.
- Many accounting bodies are small, and do not have sufficient members and income to offer a full range of services. A solution could be to strengthen regional accounting bodies to assist national accounting bodies and help harmonize standards and education.
- Every country should have a national accounting qualification. Countries do not have to set their own examinations papers. These could be outsourced to bodies with experience in setting examinations. There should however, be a recognized route to qualifying.
- If students are to pass the examinations, a country must have an adequate education system. Students who study on a full-time basis are generally the most successful in the examinations. Governments should devote resources to creating adequate training capacity. If domestic resources are not sufficient, countries should seek donor funding to establish accounting colleges or

strengthen existing institutions to provide full-time tuition.

- There is a need for a recognized accounting technician qualification. Accounting support staff have a very important role to play, and they have to be properly trained.

- Training is just as important as examinations. If students are not trained properly they will not be able to offer quality services to the public. Potential trainers should be accredited and monitored by accounting bodies to ensure that they are offering appropriate training.

- Accountants must keep abreast with developments in their field. CPE is an important way to achieve this.

- Government commitment to financial accountability and transparency is important to the development of the accounting profession.

Chapter 1: The Accounting Profession in Anglophone Africa

There have been accounting bodies in Anglophone Africa since 1894 when the Institute of Accountants and Auditors in the South African Republic was established. Currently, only two countries in Anglophone Africa, Eritrea and Somalia, do not have some form of accounting association. To be effective, an accounting profession needs a strong body and good teaching institutions. The absence of a body can slow down the development of the profession. In Uganda, the Institute of Certified Public Accountants has only recently been established. Without a body, Uganda has fallen behind the rest of Anglophone Africa; students have had to study for overseas accounting qualifications, and the country has less than 100 qualified accountants (See Box 1.1). This chapter reviews the accounting profession in Anglophone Africa. It looks at the role of national and regional accounting bodies in the development of the profession. It also reviews the external influences of government and donors and the role they play in the growth of the profession. Further details of the structure of the accounting profession can be found in Annex A.

National Accounting Bodies

The role of the national accounting body is to promote an independent, reputable and expert group of accounting professionals. This can be done through ensuring that students are adequately tested and trained, and that once they have qualified, members keep professionally up-to-date. Table 1.1 shows the accounting bodies in Anglophone Africa, and the number of members. Although countries have chosen different structures for their accounting bodies, the main functions are the same, namely:

- Admission of members and students;
- Regulation of the activities and conduct of members and students;
- Conduct of examinations, and promotion of the study of accounting;
- Approval and monitoring of the training of student accountants;
- Approval or development of suitable accounting and auditing standards;
- Promotion of the interests of members and students; and
- Promotion of international recognition of the body.

Table 1.1 The Accounting Profession in Anglophone Africa

Country	Accounting Body	Statutory Recognition	Membership of Regional Body	No. of Qualified Accountants*	No. of Accounting Technicians
Botswana	Botswana Institute of Accountants	Yes	ECSAFA	339	N/A
Eritrea	No	No	No	N/A	N/A
Ethiopia	Ethiopia Professional Accountants and Auditors Association	No	Associate member of ECSAFA	52	N/A
The Gambia	Gambia Association of Accountants	Yes	ABWA	50	N/A
Ghana	Institute of Chartered Accountants (Ghana)	Yes	ABWA	700	1[a]
Kenya	Institute of Certified Public Accountants of Kenya	Yes	ECSAFA	1500	2000
Lesotho	Lesotho Institute of Accountants	Yes	ECSAFA	65	N/A
Mauritius	No	No	ECSAFA	496	N/A
Malawi	Society of Accountants of Malawi	Yes	ECSAFA	215	38
Namibia	Institute of Chartered Accountants of Namibia	Yes	ECSAFA	111	N/A

* Where there is a national accounting body, the numbers refer to membership of that body.

[a] Program has only just commenced, and first person graduated.

Country	Accounting Body	Statutory Recognition	Membership of Regional Body	No. of Qualified Accountants	No. of Accounting Technicians
Nigeria	Institute of Chartered Accountants of Nigeria	Yes	ABWA	8,927	1145
Sierra Leone	Institute of Chartered Accountants of Sierra Leone	Yes	ABWA	58	N/A
Somalia	No	No	No	N/A	N/A
Sudan	Sudan Institute of Accountants	Yes	No	N/A	N/A
South Africa	South Africa Institute of Chartered Accountants	Yes	ECSAFA	15,000	N/A
Swaziland	Swaziland Institute of Accountants	Yes	ECSAFA	66	59
Tanzania	National Board of Accountants and Auditors	Yes	ECSAFA	631	2,455
Uganda	Institute of Certified Public Accountants of Uganda	Yes	Associate member of ECSAFA	100	N/A
Zambia	Zambia Institute of Certified Accountants	Yes	ECSAFA	350	120
Zimbabwe	Institute of Chartered Accountants of Zimbabwe	Yes	ECSAFA	1200	400

Box 1.1: The Institute of Certified Public Accountants of Uganda

The development of accounting in Uganda has fallen behind the rest of Africa. This is due to the past lack of support from the government in the formation of the accounting profession and the development of a local qualification. Uganda has a very small accounting profession, with less than 100 fully-qualified accountants and a similarly serious shortage of accounting technicians. The demand for accountants is very high, but because of the small numbers, most accounting jobs are filled by staff with no formal accounting qualifications.

As a result of the mismatch between supply and demand, there is a heavy demand for accounting education in Uganda. The only accounting courses currently offered in the public sector are the Bachelor of Commerce Degree at Makerere University and the Diploma in Business Studies at the College of Business Studies in Nakawa. Both of these qualifications are heavily oversubscribed. The only professional qualifications available to Ugandans are foreign ones. While some private colleges do offer courses for these examinations, such courses are not readily available for later stages of the qualifications. Hence, the majority of students undertake correspondence courses or go overseas. Either alternative results in the expenditure of large amounts of foreign exchange. Further, the taxation and legal systems which are studied as part of these qualifications are not relevant to Uganda. Due to unfamiliarity with these systems, Ugandan students achieve a lower pass rate in these examinations.

In recent years, the government has realized that the development of accounting is important for the economy. As a first step, it sought donor support for projects aimed at improving the skills of specific cadres within government. In 1992, the government passed the Accountants Statute that established the Institute of Certified Public Accountants of Uganda to regulate the profession and the Public Accountants Examinations Board to conduct accounting examinations. Under an upcoming IDA-funded Institutional Capacity Building Project, financing will be provided to enable the Institute to introduce examinations, and national accounting and auditing standards.

The establishment of a body, however, does not necessarily mean that the accounting profession is thriving. Establishing an effective body takes time and money, as well as dedicated accounting professionals with the experience and capacity to help the body develop. Funding is a major hindrance to the development of an independent accounting profession. Until accounting bodies have a reasonable number of members, they do not have a sufficient revenue base to cover the cost of all their activities. Many countries, especially the smaller ones, for example, Sierra Leone, are struggling to develop their profession. Others may be hampered by the structure of their professions. For example, in Malawi, the accounting profession consists of three bodies, and it cannot benefit from the cost savings which would derive from having just one body. In Kenya, the Kenya Accountants and Secretaries Examinations Board is able to finance all its expenses, and was recently able to erect its own building out of the income it receives from student examination fees. The Institute of Certified Public Accountants of Kenya, which looks after the interests of members, however, is struggling to carry out its responsibilities, as it does not have sufficient financial resources.

Box 1.2: The Institute of Chartered Accountants of Zimbabwe

Zimbabwe has one of the oldest accounting professions in SSA. The Institute of Chartered Accountants of Zimbabwe (ICAZ) was established in 1918 under the Accountants Act. The main duties of the Institute, under the Act, are to:

- Keep a register of persons entitled to practice in Zimbabwe as accountants;
- Conduct examinations;
- Encourage the study of accountancy;
- Form, support and maintain a library for the use of members and students;
- Maintain the integrity and status of the Institute, and where necessary discipline members; and
- Promote or assist in promoting legislation which is to the advantage of the Institute and its members.

The Institute sets its own examinations, and publishes accounting, auditing and ethical standards. The Institute is also considering the introduction of a practice review scheme. ICAZ is a member of the International Federation of Accountants, and the Eastern Central and Southern African Federation of Accountants. It has over 1200 members (half of whom are resident outside Zimbabwe) and 475 students. About one-third of the members are working in practice. Currently, only members of the Institute may practice as auditors.

The ability of the profession to carry out its mission depends upon the strength of the body. Strong national accounting bodies are required to ensure the application of sound accounting and auditing standards, to regulate the ethical standards of accountants, and to set examinations and monitor training of students. Box 1.2 describes the Institute of Chartered Accountants of Zimbabwe, one of the more developed accounting bodies in SSA.

International and Regional Accounting Bodies

International and regional bodies can play an important role in helping the development of the accounting profession. IFAC is the worldwide organization for the accounting profession. The mission of IFAC is the development and enhancement of the profession to enable it to offer services of a consistently high quality in the public interest. IFAC has 114 member bodies in 82 countries, 13 of which are in Anglophone Africa: Botswana; Lesotho; Liberia; Ghana; Kenya; Malawi; Nigeria; South Africa; Sudan; Swaziland; Tanzania; Zambia; and Zimbabwe.

In Anglophone Africa, there are a number of regional accounting bodies. The most active of these are: (a) the Association of Accountancy Bodies of West Africa (ABWA), which includes The Gambia, Ghana, Liberia, Nigeria, Senegal and Sierra Leone; and (b) the Eastern, Central and Southern African Federation of Accountants (ECSAFA) which has full member bodies from Kenya, Lesotho, Malawi, Mauritius, Namibia, South Africa, Swaziland, Tanzania, Zambia, and Zimbabwe, and associate members from Ethiopia and Uganda.

Box 1.3: The Eastern Central and Southern African Federation of Accountants

ECSAFA is one of four regional accounting bodies which is recognized by IFAC, and is the only body with such recognition in Africa The mission of ECSAFA is: "to build and promote the accountancy profession in the Region in order that it is, and is perceived by accountants, business, financiers, and governments as an important factor in the economic development of the region".

A major aim of ECSAFA is harmonization in the region. To achieve this, ECSAFA is carrying out a number of projects including:

- Assessing the education and training of accountants in the region through reviewing current courses and facilities and identifying where improvements are needed. This data will also be used to help determine a common body of knowledge that all accountants should study in their national examinations, and to establish criteria for mutual recognition to ease movement of accountants within the ECSAFA Region.
- Reviewing the adoption of international accounting and auditing standards (with appropriate explanatory forewords where local laws require variations) with a view to helping member countries bring their standards into line with international standards.
- Gathering data on ethical standards with a view to recommending that all bodies in the region adopt IFAC's ethical standards.
- Identifying the continuing professional education needs of accountants.

ABWA was formed in Nigeria in August 1982, by its two founding members, the Institute of Chartered Accountants of Nigeria, and the Institute of Chartered Accountants (Ghana). ABWA holds a regional conference every five years. ABWA's objectives are to:

- Develop and enhance the accountancy profession in West Africa.
- Promote the development of professional ethics and standards in member bodies.
- Provide a forum for the professional development of accountants through seminars, symposia, conferences and the interchange of ideas.

Apart from Eritrea and Somalia, all countries in Anglophone Africa are members of one of the two regional accounting bodies. Regional bodies can play an important role in ensuring standardization, and helping the smaller bodies which do not have the resources to offer a full range of services. In Canada, for example, there is a national accounting body, the Canadian Institute of Chartered Accountants (CICA), and provincial institutes of accountants. The national body is responsible for prescribing accounting and auditing standards, and setting a uniform examination, while the provincial institutes are responsible for regulating members. A similar arrangement could be adopted in Sub-Saharan Africa between the regional and national bodies. Box 1.3 describes the Eastern, Central, and Southern African Federation of Accountants, which in the long term could fulfill a similar role to CICA.

Government Involvement in the Accounting Profession

To a large extent, government interest in SSA drives the development of the profession. This is both direct interest, in the form of legislative backing for the profession, and indirect, such as passing legislation that requires the services of accountants. The profession needs the backing of government if accounting is to improve. This will include establishing a legal framework, including requirements for annual reporting, taxation, and accounting standards. For example, an Accountants' Act that gives legal backing to accounting and auditing standards can help the development of the profession, as more members of the public will be required to use the services of accountants. If there is little official emphasis on accountability, accounting will not be highly regarded, and there will be little motivation to perform, or even to report adequately.

In some countries, the interest of governments is helping the profession develop, and is creating a demand for accountants. In Swaziland, the 1985 Accountants' Act reflects government recognition of the importance to the country of an effective accounting profession. It appreciates that new commercial and industrial initiatives will be greatly enhanced or severely impeded according to the level of accountancy knowledge and proficiency that can be made available.

Government has chosen to become involved in the regulation of the profession in a number of countries. Some of the accounting bodies in SSA are state enterprises, or have government representation on their Councils. For example, in Kenya, the Accountants and Secretaries National Examination Board (KASNEB) is a state enterprise. Its Board is appointed by the Minister of Finance, on the recommendation of a number of ministries and bodies, and only two seats are nominated by the Institute of Certified Public Accountants of Kenya. Other bodies, although independent from government, receive a government subvention. This is normally in the form of a discretionary grant to the body. For example, the Institute of Chartered Accountants (Ghana) and the Zambia Institute of Certified Accountants receive financial support from their governments. Having government support can provide much-needed financial assistance at a critical time in the development of the profession. It can also however, invite the risk of unwanted interference from government.

Donor Involvement in the Accounting Profession

Donor assistance has been instrumental in developing the accounting profession in Africa. Where donor assistance has been given for short periods, governments and colleges with limited resources have not been able to sustain the objectives of the project. Where donor assistance has been given for a sustained period, however, projects have been particularly effective. For example, in Lesotho, the Institute of Accountants and the Centre for Accounting Studies were founded in 1977 and 1979 respectively, with assistance from the Irish Bilateral Aid Program. The Irish government is still supporting the Centre, because it realizes the importance of continuing assistance until the Centre can be successfully administered by local staff.

Conclusions

The majority of countries in Anglophone Africa have accounting bodies or institutes. The sophistication and standing

of these bodies however, varies considerably. South Africa has a very advanced accounting profession, it sets accounting and auditing standards, holds examinations for students, has introduced a practice review scheme and is represented on the IFAC Council. At the other end of the spectrum is the Ethiopia Professional Accountants and Auditors Association, which is solely a membership body.

To be effective, an accounting profession needs to have a strong body. Many of the countries need assistance with establishing and strengthening their accounting bodies if they are to carry out their role of ensuring the maintenance of professional standards. The standing of the profession also depends, to a large extent, on the interest of the government. In countries where governments see the benefits of sound accounting and auditing, the accounting professions are developing. International and regional bodies can also play a role in helping the development of national accounting bodies, especially in the smaller countries. In Eastern, Central and Southern Africa, accounting bodies are coming together to help each other through the harmonization of examination, ethical, and accounting standards.

Chapter 2: Accounting Education and Training

There are three parts to an effective profession: an accounting body; good education; and appropriate practical training. Anglophone Africa has made reasonable progress in establishing accounting bodies. The next step is to tackle accounting education, (which includes examinations, accounting degrees, and professional education) and practical training where there are a number of weaknesses. Chapter 1 reviewed the importance of an accounting body. This chapter provides an overview of accounting education and practical training. In particular, it reviews: (a) the different methods bodies have adopted to test their students; (b) accounting degrees; (c) professional education; (d) qualifications for accounting technicians; (e) practical training; and (f) continuing professional education. Further details of these are included in Annexes B to G.

Accounting Examinations

To become a member of any of the accounting bodies in Anglophone Africa, a person must pass accounting examinations or hold a recognized accounting qualification. Annex B provides full details of professional accounting examinations in Anglophone Africa. Depending upon the stage of development of the body it may: (a) set its own examinations; (b) have introduced examinations with assistance from other bodies perhaps through a joint examination scheme or other agreement; or (c) accept examinations set by other bodies. Table 2.1 shows the approaches different bodies have taken. In general, the various accounting bodies in Anglophone Africa are at one of the following four stages of development.

- They are purely a membership body (they accept members from other accounting bodies into direct membership), there are no national examinations for students, for example, the Gambia Association of Accountants.

- They have been set up recently. They have introduced an examination scheme with the assistance of another body. They do not have many staff or facilities, for example, the Zambia Institute of Certified Accountants.

- They have been established for a number of years. They have introduced their own examination schemes and are able to offer services to students and members, for example, the National Board of Accountants and Auditors in Tanzania.

- They are well established, they have their own examination schemes, for example, the South Africa Institute of Chartered Accountants and the Institute of Chartered Accountants of Zimbabwe.

Table 2.1 Professional Accounting Examinations

Country	Examinations	Examining Body	Wholly Local	External Assistance
Botswana	Yes	Botswana Institute of Accountants	No	Joint Examination Scheme
Ertirea	No	N/A	No	No
Ethiopia	No	N/A	No	No
The Gambia	No	N/A	No	No
Ghana	Yes	Institute of Chartered Accountants (Ghana)	Yes	No
Kenya	Yes	Kenya Accountants and Secretaries National Examinations Board	Yes	No
Lesotho	Yes	Lesotho Institute of Accountants	Yes	Service Agreement
Mauritius	No	N/A	No	No
Malawi	Yes	Public Accountants Examinations Council	No	Joint Examination Scheme
Namibia	Yes	Institute of Chartered Accountants of Namibia	Yes	No
Nigeria	Yes	Institute of Chartered Accountants of Nigeria	Yes	No
Sierra Leone	Yes	Institute of Chartered Accountants of Sierra Leone	No	Joint Examination Scheme
Somalia	No	N/A	No	No
Sudan	Yes	Sudan Institute of Accountants	Yes	No
South Africa	Yes	Public Accountants and Auditors Board	Yes	No
Swaziland	Yes	Swaziland Institute of Accountants	No	Service Agreement
Tanzania	Yes	National Board of Accountants and Auditors	Yes	No
Uganda	No	Public Accountants Examinations Board	No	No
Zambia	Yes	Zambia Institute of Certified Accountants	No	Joint Examination Scheme
Zimbabwe	Yes	Institute of Chartered Accountants of Zimbabwe	Yes	No

IFAC Guideline: Prequalification Education Tests of Professional Competence and Practical Experience of Professional Accountants

IFAC has issued a guideline on prequalification education (IFAC 1991). The Guideline provides a framework of the education which all professional accountants should acquire to become qualified and to practice as professionals. In particular, it identifies subject areas to which accountants should be exposed. IFAC regards these as minimum requirements that may be expanded on or varied by accounting bodies. Annex B details these requirements and shows the extent to which they are met by the in Kenya, Malawi and Zimbabwe. Most of the countries in Anglophone Africa do not have the resources to have accounting qualifications for different branches of the profession. They have to prepare students to work in a number of environments. As such, they need to ensure that there is adequate coverage of management and public sector accounting, as well as auditing.

To be professionally competent, IFAC recommends that professional accountants should have: "the required sum of knowledge relevant to their profession, the ability to apply that knowledge to practical problems, and a professional approach to work." The Guideline recommends that the final test of professional competence should examine candidates' ability to apply their theoretical knowledge to practical problems. Most bodies in Anglophone Africa have chosen to follow the traditional approach to examinations with a closed-book examination. The examinations are very conservative in how they approach the subject matter. In the main, each subject is examined by itself and there is little integration of the subject matter. Examination of information technology is particularly weak. As such, the examinations may not be adequately preparing students for the real world.

In 1994, the Education Committee of IFAC issued a Discussion Draft on the objectives and methodologies of education of accountants (IFAC 1994). The Discussion Draft, which is reviewed in greater depth in Annex H, builds on the guideline on prequalification education. It recommends that accounting education should provide students with transferable skills which can provide a base for continued learning.

Accounting Degrees

In many countries worldwide, an accounting degree is a prerequisite to studying for professional examinations. Accounting bodies feel that accounting work has become more complex, and just secondary education is not sufficient. University education, while a requirement for many bodies in developed countries, is only mandated in three countries, Namibia, South Africa, and Zimbabwe. In other countries such as Kenya and Malawi, an accounting degree is not required, but students holding such degrees may receive substantial exemptions from the examinations. In most countries, however, the number of graduates entering the profession is small. In Kenya, for example, less than 3 percent of ICPAK students hold degrees. A degree provides students with an academic, theoretical base to practical professional accounting training and often a higher success rate in the examinations. Requiring a degree can however, restrict who can become accountants. Degree courses only have a certain number of places, and they may not be accessible to some segments of the population. As Box 2.1 illustrates, this has been a particular problem in South Africa where university education is too expensive for the average black family.

Box 2.1: Access to the Accounting Profession in South Africa

A widely-recognized problem in South Africa is the small numbers of black Africans in the accounting profession (less than 100 out of a total membership of 15,000 are black, and only 700 are non-white). This issue is important, not just to ensure parity, but also because there is a shortage of accountants in the country. A study commissioned by then Association of Black Accountants of South Africa (ABASA)*. found a number of barriers to black entrants. These included: (a) three year degrees from the black universities are not accredited (b) there is a lack of qualified mathematics and science teachers in black schools, which prevents students from pursuing accounting degrees; (c) little awareness among blacks of the accounting profession; (d) limited access to training contracts in accounting firms; and (e) university education is expensive.

ABASA was formed in 1985 to address the question of access by blacks into the accounting profession. It has developed and implemented a broad range of programs to increase awareness of the profession among non-whites, expand education, training and job opportunities, and lobby for change within the profession. In addition, to the work of ABASA, the South African Institute of Chartered Accountants, the Public Accountants and Auditors Board, and the business community have established an endowment fund to help disadvantaged students. This fund, the Eden Trust, has had mixed success, due in part to the poor educational background of the recipients. As identified in other countries in Africa, there is a need to strengthen secondary education to ensure that students have a solid base for professional studies.

Content of Accounting Degree Programs

The accounting degrees in Anglophone Africa are very traditional in their approach to the subject matter. They have a heavy emphasis on the techniques of accounting and auditing. Most of the courses are taught independently of each other, and there is little integration of subjects. Students do not learn to solve business problems where there is more than one issue. Little use is made of information technology, and where it is it is not integrated into the curriculum, it is taught as a separate subject. While the technical knowledge gained by students may be satisfactory, the accounting curriculum is not providing the necessary life-long skills for accountants. Students do not learn communication, interpersonal, or problem-solving skills. In addition, students may leave university without a good knowledge of how business works. Further details of accounting degrees may be found in Annex C.

Professional Examination Completion

IFAC believes that the education program for a fully-qualified accountant should take the equivalent of three years of full-time study. National examination pass rates vary between 20 and 40 percent. Unlike degree programs where most of the student intake will graduate, the pass rates for professional accounting examinations are very low. There are a number of reasons for this, including the following:

- In general, students are not taught by the people who set the examinations. As such, students do not have the same insights into the subject matter of the examination paper as they would in a degree course.

* ABASA is now known as the Association for the Advancement of Black Accountants of Southern Africa

- The professional examination syllabi are very wide, and it is difficult for them to be adequately taught in a year, especially on a part-time basis.
- The quality of teaching and related course material may be weak.
- Students are not taught effective study skills, too much time is spent on memorization.
- Students with limited practical work experience find subjects with practical aspects difficult.
- Students studying part-time find that work distracts them from their studies.

Professional Accounting Education

Most accounting bodies in Anglophone Africa rely on public and private institutions in their countries for professional tuition. Many of these facilities were set up or strengthened as a result of the accounting profession. Students can study for the examinations in a number of different ways. In Kenya and Malawi, students can study by attending full-time courses, taking evening classes, using distance learning material, and attending revision courses. In Zimbabwe, ICAZ students study on a part-time basis while they are employed. Annex D provides full details of accounting education.

Full-time Accounting Education

Accounting examinations are difficult and many students prefer to study full-time, rather than part-time while working. Pass rates for students studying full-time are, on average, twice the overall pass rate. A number of countries are developing national facilities for accounting education to reduce the reliance on sending students overseas. In Anglophone Africa, there are seven colleges of accounting in Botswana, Kenya, Lesotho, Malawi, Sudan, Tanzania, and Zambia. The sole purpose of these colleges is to prepare students for technician and professional accounting courses.

The establishment of a special accounting college is often viewed as the easiest way to increase the number of accountants. There are many problems involved with strengthening existing institutions. They may not be of the required standard, they cannot hire good staff and the results are poor. A special center can more easily meet the objectives of the profession. It can offer the courses it wishes, and is not bogged down by the bureaucracy often associated with large institutions. In some countries, the building of a center for accounting studies has proved to be a successful solution to the problem of how to train accountants. The Malawi College of Accountancy for example, has produced 58 fully qualified accountants and over 300 accounting technicians since it was established in 1979. Once established, these colleges provide a center of excellence for students who study on a part-time basis as well as those studying full-time. All colleges were established with donor assistance. Box 2.2 describes the Zambia Centre for Accountancy Studies, which is typical of accounting colleges.

There are two main drawbacks to the establishment of these colleges. The first is the financial cost. Malawi, for example, received over US$10 million* of IDA funds to build its college. After initial funding, a college may also need help with recurrent costs. Although the Malawi College of Accountancy has been successful in generating income, it still receives a government subvention equivalent to 25 percent of its recurrent costs. Establishing an

* All dollars are US dollars, unless otherwise mentioned.

accounting college requires on-going commitment from government and donors. Unlike Malawi, Kenya does not receive government assistance, and the college is experiencing problems with course fees funding only 63 percent of its expenses. The second drawback is that quality accounting education and staff are separated from the main stream public sector institutions. University accounting departments may find that they are competing with accounting colleges for staff.

Box 2.2: The Zambia Centre for Accountancy Studies

There is an acute shortage of professionally qualified accountants in Zambia. In response to this situation, the Zambia Centre for Accountancy Studies (ZCAS) was established in 1988 with support from the European Union (EU). EU assistance has helped fund a team of lecturers and education material.

The Centre provides full-time tuition for the Zambia Institute of Certified Accountants Joint Scheme examinations, and for the UK Chartered Institute of Management Accountants. The establishment of the Centre removed the need for students to go to the UK for professional training. It is estimated that the establishment of the Centre has saved Zambia over US$16 million in foreign exchange since the college opened.

All examinations are set and externally moderated in the UK. The success rate of students studying at ZCAS is very high with an average pass rate of 65 percent compared to 35 percent worldwide. Over 350 students attend the courses at ZCAS.

An alternative to a special accounting college is to strengthen local institutions, building on and using the resources of existing institutions. Each country has to decide its priorities. If a country's priority is improving the output of fully-qualified accountants, then the establishment of specialized accounting colleges may be the best choice.

Part-time Accounting Education

Most students study for their professional accounting examinations on a part-time basis. Courses are offered by public and private sector colleges on a day or evening basis or through distance learning or block release. It is the cheapest method of study, and as such provides the widest access to the profession. Students can study for the examinations while they are working. This gives the advantage of students being able to apply their learning to their everyday working experiences. A disadvantage is that students find that the pressures of work detract from studying and the pass rates are poor (on average 50 percent less than students who study full time). More needs to be done to help these students pass the examinations. In Zimbabwe, for example, ICAZ runs a revision course before the examinations to help its students prepare. An accounting body could also become involved in reviewing the quality of part-time education. This would help ensure that it is providing students with the necessary grounding for them to pass the examinations.

Distance Learning Courses

Distance learning or correspondence courses have been a popular way of studying for accounting examinations for decades. Distance learning can be cost-effective. It is particularly beneficial for students who live outside the main urban areas and do not have access to face-to-face tuition. It is flexible, and students can study at their own pace. Strathmore College in Kenya produces distance learning study packs for students not able to attend a college. Students submit written assignments to the college to obtain

Box 2.3: The Zambia Institute of Certified Accountants

In 1991, the Zambia Institute of Certified Accountants (ZICA) undertook a study of the future of the accounting profession. One of the outcomes of the study was that the structure of the profession was wrong. The study highlighted not only the need for fully-qualified accountants, but also the shortage of licentiate and technician-level accountants. As a result of the lack of licentiate and technician-level accountants, fully qualified accountants were undertaking technician work. ZICA decided to restructure the profession, and establish three levels of accountants: fully qualified; licentiate; and technician. All levels are members of the accounting profession, and are subject to ZICA's disciplinary and ethical standards.

ZICA is now in the process of developing an examination system which will reflect the new structure. With IDA funding, ZICA is starting with the technician level. The first technician examinations will be held in December 1995. Once this stage is working effectively support has been promised from the European Union for the development of licentiate- and professional-level examinations.

feedback on performance. Over 500 students are studying for examinations using the college's distance learning material.

Accounting Technicians

A growing number of countries have recognized the specific requirements of support staff and have developed special courses and qualifications for what has become known as accounting technicians. The UN study (1991) highlighted the need for adequately-trained accounting technicians. There is more demand for qualified bookkeepers and accounting technicians than fully-qualified accountants. Most countries require about five times as many accounting technicians than fully-qualified accountants.

Key functions performed by an accounting technician will include: (a) recording transactions; (b) preparing accounts and establishing, managing, and monitoring accounting systems; (c) reporting on financial and organizational activities; (d) contributing to planning and controlling activities; and (e) establishing taxation liabilities. The entry qualifications for accounting technicians are less advanced than those for fully-qualified accountants, ordinary level examination passes as opposed to advanced level.

While accounting technicians have existed for some years, it has taken longer for countries to recognize that they need training, which although similar to that of a fully qualified accountant, is different. Eleven countries in Anglophone Africa: Botswana; Ghana; Kenya; Lesotho; Malawi; Nigeria, South Africa; Swaziland; Tanzania; Zambia; and Zimbabwe have national qualifications for accounting technicians. In other countries where there are no national qualification, students may study for an accounting diploma at a local college, or may sit for the UK Association of Accounting Technicians qualification. Box 2.3 describes the development of the accounting technician qualification in Zambia. Further details on accounting technicians are included in Annex E.

Training

In addition to passing examinations, students have to gain relevant work experience to become fully qualified

accountants. On-the-job training is very important. Learning about the theory of accounting is limited if a student is not shown how to put it into practice. The IFAC Guideline 'Prequalification Education Tests of Professional Competence and Practical Experience' recommends that practical experience is a requirement for membership. Where members wish to practice as auditors, IFAC also recommends that there should be the requirement for relevant practical experience. In most countries in Anglophone Africa, students can gain their work experience in the offices of practicing firms, in industry, commerce or the public sector. In Namibia, South Africa, and Zimbabwe however, students must gain their work experience in the office of a practicing accountant if they want to become chartered accountants. Adequate training outside practicing firms however, is a particular problem. Many employers employ staff merely for jobs, they do not envision careers with good training, and a potential career path.

Monitoring of Training

IFAC believes that for training to be effective, there must be close collaboration between the accounting body, the student, and the employer. The accounting body should define and assess the experience required. The work environment should be approved before the commencement of employment. This will help ensure that the student will receive proper direction, supervision, and evaluation. In addition, the body must consider the method of controlling and reporting the experience obtained. The quality of training is only as good as the quality of the trainer. Very often, training and proper supervision are lacking, and this results in trainees not being able to carry out their jobs as well as they should. Many employers do not have officers to oversee

Box 2.4: Results of Quality Review Scheme for Auditors Pilot Reviews

In 1993,quality reviews were undertaken of a number of accounting firms in Tanzania. The reviews were carried out as part of a World Bank pilot exercise to ascertain whether quality review schemes could be introduced in Sub-Saharan Africa. The findings of the reviews of the private sector auditors were similar to those found in all countries that currently operate review schemes. Although most of those reviewed were in compliance with Tanzanian accounting and auditing standards, the reviews found examples where these standards had not been followed.

The pilot review findings identified a disparity in the level of compliance with standards between the international and large national firms, and the small firms. The international firm and the large national firm reviewed were in compliance with the national accounting and auditing standards. In addition, where there were no national standards, these firms were in compliance with international standards. These firms have the backing of international links which can provide them with technical support. They are regularly reviewed through their partner and correspondent firms, and the substance of the pilot review was not new to them.

The small firms do not have this backing, and some weaknesses were found in the level of compliance. Although some of the auditors reviewed are members of UK accounting bodies and do receive some technical material (members' handbook and monthly journal) from their UK bodies, they are, to a large extent, dependent upon the services of NBAA to keep them professionally up-to-date. Through its participation in the pilot reviews, NBAA was able to identify the areas in which it should be providing support to its members to help them improve.

training, and it is an area that is neglected. Further details on training are included in Annex F.

Continuing Professional Education

The profession serves the public interest. As such, it must ensure that its members are professionally competent and maintain the quality of their service and knowledge. Post-qualification education which can keep accountants professionally up-to-date is very important. The profession needs to monitor and control the quality of this education. Pre-qualification education and training can only cover so much. The body of knowledge an accountant needs is growing continuously, and to keep up-to-date, an accountant must not stop learning. CPE needs to be offered for members working in public practice, industry and commerce, and the public sector.

Most of the national accounting bodies in SSA are small, their priority is to set examinations, and they have little time to organize continuing professional education (CPE) for their members. There is insufficient monitoring of accountants and auditors to ensure that they comply with accounting and auditing standards, and as a result, accountants and auditors may be failing to maintain standards. Box 2.4 describes the situation in Tanzania, and illustrates the need for accountants to undertake CPE.

Conclusions

Initiatives to help the accounting profession have tended to concentrate on how to increase the number of fully-qualified accountants. The issue of how to improve quality is more difficult, and is one that has not been adequately tackled. It will involve the following actions:

- Quality at entry is the initial step in improving examination pass rates. To achieve this, accounting bodies need to promote their qualification to school and university students. A number of bodies have district societies, and this would be a useful role for the societies to play.

- The final test of professional competence should test students ability to apply their theoretical knowledge to solve practical problems. Examinations should not be a simple memory test. Bodies have to broaden their methods of examination to ensure that these are providing students with all the skills necessary to start their careers as accountants.

- Accounting degrees in Anglophone Africa are very traditional in their approach to the subject matter. They need to change to focus on providing students with transferable skills, and a base upon which to build continued learning.

- Although studying on a full-time basis achieves the best examination results, it is not available to the majority of students. The quality and availability of education needs to be improved, especially for students who are studying on a part-time basis. This will require assistance with equipment and teaching material, and training for teachers.

- Accounting bodies do not have to provide the tuition themselves, but they must be responsible for the development of quality education. Accounting bodies should be helping students through such things as: (a) accrediting college courses; (b) providing data on college pass rates so students know which colleges are the most successful; (c) encouraging colleges to offer distance learning courses; (d)

running pre-examination revision courses; (e) providing students with a newsletter covering accounting issues, and details of the examinations; (f) lobbying government to financially support the development of accounting education.

- Accounting bodies should work more closely with the colleges providing tuition. Many lecturers would be able to prepare their students better for the examinations if they knew more about the examination process. College lecturers should meet with the examiners to enable them to gain a better understanding of the syllabus, and the method of examation. The accounting profession should seek representation on the Boards of colleges so that there can be a dialogue on the development of accounting education.

- Improving the quality of accounting trainers is vital to ensure quality education. Incentives need to be provided to retain national experts.

- Training is just as important as education. In the main, however, accounting bodies do not pay the same attention to training as education. Accounting bodies need to take steps to accredit trainers, and monitor the training students receive.

- Provision of CPE is a neglected area. Accounting bodies tend to place most of their emphasis of helping students sit and pass their examinations. In an ever-changing world, however, accountants need to keep up-to-date if they are to compete effectively.

Chapter 3: Conclusions and Recommendations

Economic activity and growth are closely linked with the strength of the accounting profession. The success and development of the accounting profession are dependent upon good education. While there already exist colleges like the Zambia Centre for Accountancy Studies (ZCAS), and Strathmore College in Kenya, which are providing quality accounting education, considerable effort is needed in the case of Uganda, for example, which has only just established an accounting body, has no national examinations, and where the accounting training institutions are struggling to prepare students for overseas examinations.

In terms of the output of fully qualified accountants, donor support for accounting education in Anglophone Africa has been reasonably successful, with colleges such as ZCAS obtaining pass rates almost twice the worldwide average. External assistance however, is still required to help the profession develop. For countries such as Malawi, assistance is required with localizing their examinations; for other countries such as Ethiopia, assistance is required with helping strengthen the national accounting body. This chapter summarizes the conclusions of the report, and recommends the next steps that must be taken if the accounting profession is to develop.

The Accounting Profession

Most of the countries in Anglophone Africa have an accounting body. To be effective, an accounting profession needs to have a strong body. Countries need to review the structure of their professions to see whether they are the most efficient and cost-effective way of running the profession. The standing of the profession also depends, to a large extent, on the interest of the government. In countries where governments see the benefits of sound accounting and auditing, the accounting professions are developing. The next step is for these bodies to improve the level and quality of their services. While some bodies are fortunate to have financial assistance from their governments, they realize that this is a short-term solution. In the long term, accounting bodies need to finance their own activities. Many of the countries however, need assistance with strengthening their accounting bodies if they are to carry out their role of ensuring the maintenance of professional standards. The accounting profession needs to incorporate technicians, as well as fully-qualified accountants.

Regional Accounting Bodies

Many bodies in Anglophone Africa are small, both in terms of staffing and members. For these bodies, it is financially impossible to set accounting examinations and develop standards without external support. International and regional bodies can play a role in helping the development of national accounting bodies. A long-term role for a regional body could be to help design and run a regional accounting qualification. This would help provide a uniform quality of accounting education. Individual bodies would take core examination papers from the regional body and supplement them with variant papers to examine their local laws and taxation. As well as being a cost-effective way of examining, it would also help with regional integration, and with the

movement of accountants between countries. Regional bodies could also help with harmonizing standards. However, they will need to be strengthened if they are to assist.

Examinations

Almost all the accounting bodies in Anglophone Africa set examinations. These examinations may be set entirely in-country or with assistance from other accounting bodies. It is important for all countries to have a recognized national accounting qualification. If qualified accountants are to offer a good service to the public, they must be expert in local laws and taxation. It is not important for accounting bodies to set the examinations solely by themselves. Outsourcing some papers to an organization that is skilled in setting accounting examinations can be an efficient and effective way of testing students. Accounting bodies however, need to draw up the terms of reference for any arrangement to ensure that it meets the needs of the country, not the provider of the services. The most important consideration is that countries have an accounting qualification of a sufficiently high standard to ensure that the public can have confidence in the services of their accountants. This will mean testing the technical and problem-solving skills of students.

Through its guideline on prequalification education, IFAC has identified the subject areas that all professional accountants should acquire to become qualified. IFAC also recommends that the final test of professional competence should test students abilities to apply their theoretical knowledge to solve practical problems. Examinations should not be a simple memory test. All the bodies have made a start in achieving this in that the majority of questions are based on mini case studies. They tend, however, to be single-subject problems, and there is little integration of subject matter, as there would be in real life. Bodies now have to take the next step, and try to broaden their methods of examining to ensure that examinations test the skills necessary for fully-qualified accountants to start their careers.

Accounting Degrees

The accounting profession will only develop if it has good leaders. Accounting graduates are likely to become the leaders of the profession, and a quality degree course will provide a firm base for future professionals. Accounting degrees in Anglophone Africa are very traditional in their approach to the subject matter. They place considerable emphasis on the techniques of accounting and auditing. Students do not learn to solve business problems or gain good knowledge of how business works. While the technical knowledge gained by students may be satisfactory, the accounting curriculum does not provide the necessary life-long skills that accountants require. Students do not learn communication, interpersonal, or problem-solving skills. Degree programs for students need to change to focus on providing students with transferable skills, and a base upon which to build continued learning.

Education

Tuition for accounting is provided in a variety of colleges, from purpose-built colleges of accounting to vocational colleges. These colleges are managed by both the public sector and the private sectors. Students can study for the examinations by attending full- or part-time courses, undertaking distance learning courses or using textbooks. Although studying on a full-time basis is the most successful way to pass the examinations, it is not available to the majority of students. The quality and

availability of education needs to be improved, especially for students who are studying on a part-time basis. There are deficiencies in accounting education, both in quality and quantity: teaching staff may not be appropriately qualified; there is a lack of suitable teaching material; facilities are poor; and the curricula is not meeting the needs of the users. For these areas to improve, funding is required. This will involve assistance with equipment and teaching material, and training for teachers.

Accounting Technicians

Given the need for adequately-trained support staff, technician-level qualifications should be promoted in all countries. It is important that professional bodies provide examinations if accounting technicians are to be effective. A body can develop a technician qualification which supports the fully-qualified accountant, and can be an entry to a professional-level qualification.

Training

In most countries in Anglophone Africa, students can gain their practical training in any accounting environment. Gaining relevant work experience is just as important as passing examinations. If the quality of newly-qualified accountants is to improve, so must the quality of training. For training to be effective, it needs to be monitored. Most accounting bodies have taken a first step in issuing students with training records for them to log their work experience. The next step is for professional bodies to be more proactive, to accredit employers as trainers and to monitor training.

Continuing Professional Education

Provision of CPE is a neglected area. Accounting bodies tend to place most of their emphasis on helping students sit and pass their examinations. In a changing world, however, accountants need to keep up-to-date if they are to compete effectively. Continuing professional education is very important to achieve this. Many bodies recommend CPE, but they do not make it mandatory. As a first step, accounting bodies should make CPE mandatory. Members should undertake a minimum number of hours a year of structured and unstructured CPE. Initially, this can be regulated through members completing annual returns at the time of membership renewal. The next step for the accounting profession will be to monitor that members are actually undertaking the CPE they have recorded. Bodies could check with teaching establishments that members have attended courses or members could be required to provide attendance certificates. Eventually, the accounting profession should test the quality of CPE through undertaking quality review schemes.

Conclusions and Recommendations

The report has the following conclusions and recommendations:

- Every country must have a national accounting body.
- Regional accounting bodies must be strengthened to assist national bodies and help harmonize standards and education.
- Every country should have a recognized route to qualifying as an accountant.

- If students are to pass the examinations, a country must have an adequate education system.
- There should be qualifications for accounting technicians.
- Students must be properly trained if they are to offer quality services to the public.
- Accountants must undertake CPE to keep abreast of developments in their field.

The following table outlines the major steps that the profession must take to develop, and the roles that regional accounting bodies and the donor community can play.

Table 3.1 Recommendations

Recommendation	Accounting Profession	Regional Body	Donor Community
Every country should have its own national accounting body.	The accounting profession should establish a body, and seek legal recognition through an Act of Parliament.	Regional bodies should support the establishment of national accounting bodies.	The donor community should encourage the establishment of accounting bodies to regulate the profession.
One body should represent the interests of the profession.	The accounting profession should review its structure to see whether it is the most efficient and cost-effective way to run the profession.		In funding projects to strengthen the profession, donors should review whether the proposed structure is cost-effective.
Every country should have a national accounting qualification.	The accounting profession should introduce its own qualification. This can be done with assistance from other accounting bodies.	Regional bodies should develop standards for qualifications to ensure consistency, and transferability of qualifications.	Introducing examinations is expensive. The donor community should help fund the start-up costs of examination schemes.
Regional accounting bodies need to be established or strengthened to help harmonize education and standards, and reduce the need for national bodies to do everything themselves.	The accounting profession should support the establishment of regional bodies.		Initially, national accounting bodies will not have the funds to adequately resource a regional body. The donor community should help fund projects initiated by the regional body.
Education must give students the necessary life-skills for a career as an accountant. Examinations must test these skills.	The accounting profession needs to review the way it examines students to test personal and problem-solving skills, as well as technical knowledge.	A long-term goal could be the introduction of a regional qualification.	In considering support for accounting examinations, the donor community should ensure that they are providing the skills that the marketplace requires.

Recommendation	Accounting Profession	Regional Body	Donor Community
Accounting examinations should prepare students to work in industry and commerce and the public sector, as well as in public practice.	Accounting qualifications should examine management, and public sector accounting.		In considering support for accounting qualifications, the donor community should ensure that the examinations prepare students to work in different accounting environments.
Accounting degree programs need to change to focus on providing students with transferable skills, and a base upon which to build continued learning.	The accounting profession needs to work more closely with universities to ensure that they are offering what the user requires.	Regional bodies should help develop or support distance learning programs.	In considering support for accounting degrees, the donor community should ensure that the courses are providing the skills that the marketplace requires.
The quality and availability of education must increase.	The accounting profession must become involved in the education of its students. The profession must work closely with colleges, and accredit courses.	Regional bodies should consider providing assistance with teaching material and teacher training on a regional basis.	Improvement in accounting education require funding, Government or donor assistance will be required if colleges are to improve.
Countries must have a national qualification for accounting technicians.	The accounting profession must spearhead the introduction of formal accounting technician qualifications.	In reviewing accounting qualifications, regional bodies should also support the development of accounting technician qualifications.	Any program of donor assistance to help the accounting profession, must look at accounting technicians as well as the fully-qualified accountants.
The quality of training must be improved.	The accounting profession must accredit employers and monitor student training.	Regional bodies can support national bodies in developing guidelines for monitoring training.	

Recommendation	Accounting Profession	Regional Body	Donor Community
Fully qualified accountants must keep professionally up-to-date. CPE must be provided for members working in industry and commerce, and the public sector as well as in public practice.	Accounting bodies need to introduce mandatory CPE, and monitor members compliance through quality reviews.	Regional bodies can provide support in the introduction of quality reviews.	Introducing quality reviews is expensive, and time-consuming. This is a useful area for donor support.

Annex A: The Accounting Profession in Anglophone Africa

This Annex supplements Chapter 1, and describes the accounting profession in Anglophone Africa. It reviews (a) the structure and role of the national accounting bodies; and (b) the entry qualifications required to join the profession.

The Accounting Profession

The majority of the accounting bodies in Anglophone Africa are recognized under an Act of Parliament. These Acts not only establish the body, but also regulate who can practice as an auditor. Some of the bodies are independent of government, and some are state enterprises, or have government representation on their Councils. A number of the accounting bodies are modeled after UK bodies. For example, the Zimbabwe Institute of Public Finance and Accountancy is modeled after the UK Chartered Institute of Public Finance and Accountancy.

Government Interest in the Profession

In some countries, government is involved in regulation of the profession. For example, in Malawi, the Public Accountants Examinations Council and the Registration of Accountants Board are government bodies, while the Society of Accountants in Malawi is a private body of qualified accountants. Government may also be involved in financing running costs. The advantage of not being a government-sponsored body is lack of interference from government. The disadvantage is that by not being a government body, the accounting

Box A.1: Structure of the Accounting Profession in Malawi

There are three separate, but inter-related bodies that make up the Malawi accounting profession:

- The Society of Accountants in Malawi (SOCAM) is the national membership body. It was formed in 1969 by a group of expatriate accountants, and subsequently recognized under the 1981 Public Accountants and Auditors Act as the sole membership body for accountants in Malawi. It is responsible for the formulation and monitoring of professional ethics, accounting and auditing standards and the provision of continuing professional experience. The Act requires all practicing accountants to be members of SOCAM.

- The Malawi Accountants Board was established by the 1981 Act to provide a regulatory framework for the profession. It is responsible for the registration of professional and technician accountants in Malawi, disciplinary procedures for the profession and supervision of the teaching and examination of accounting students.

The Public Accountants Examination Council operates under the auspices of the Malawi Accountants Board. As its name implies, it is broadly responsible for determining the examination syllabus and training structure for the Malawi profession.

profession may not receive financial assistance from the government at a critical time in its development.

Structure of the Profession

The structure of the profession varies between countries. Some countries, for example, Kenya, Malawi and South Africa have highly structured accounting professions. The accounting profession in these countries is regulated by three separate bodies. Each country has an examination board that sets the qualifying examinations, a registration board that is responsible for registering accountants, and a body that represents and looks after the needs of accountants. (Box A.1 describes the accounting profession in Malawi.) In other countries, for example, Swaziland all activities are undertaken by the one body, the Institute of Accountants.

Advantages and Disadvantages of Different Structures

The different structures have advantages and disadvantages. Having separate bodies has advantages. Each body has its expertise, and it is not swamped by having to manage too many activities. The disadvantages are that there may be some duplication in work, and there is no cost-sharing of staff, facilities and knowledge. The advantage of having just one body is that it gives control of the profession to its members. Having all activities organized by one body can result in cost savings, and the body can use excess income from one activity to subsidize another. The preference for accounting bodies in the developed world is to have only one body for all aspects of the profession.

Table A.1 Development of the Accounting Profession

Stage	Economic Activity	Professional Organization	Structure	Knowledge	Skills
Mature Profession	Sophisticated capital formulation and allocation. Wide participation in international capital markets. Significant source of investment for other countries. Large business units.	Comprehensive formal organization. Uniform licensure with attention to global reciprocity. Strong focus on maintaining integrity. Membership in international organizations.	Advanced technical or professional training within university, firm or organization. Wide availability of sophisticated post-secondary education. Within firm or organization, opportunities for life-long learning.	*Accounting and auditing:* Sophisticated knowledge of external reporting; attestation, taxation, laws and securities regulations. *Professional:* Understanding of ethical standards and self-regulation. *Economic and Business*: Extensive coverage of economic concepts for large organizations in international markets. *General:* Comprehensive post-secondary education	*Communication:* Ability to present and defend positions through sophisticated written and oral, formal and informal, presentations.
Early Profession	Increasing government regulation. National capital formulation and allocation of some participation in international markets. Some investment in other countries. Medium and large business units.	Comprehensive formal organization with licensure and self-regulation. Development of integrity concept. Possible membership in international accounting organizations.	Technical or professional training available within university, firm, or organization. Wide availability of post-secondary education.	*Accounting and Auditing:* focus on external reporting; attestation standards and controls. *Professional:* understanding of basic ethical standards. *Economic and Business:* Formal education in decision-making, capital formation and allocation for medium and large units. *General:* Comprehensive post-secondary education.	*Communications:* Ability to effectively gain information and understand opposing viewpoints. *Interpersonal:* Development of more sophisticated management skills and the ability to work effectively in groups.

Stage	Economic Activity	Professional Organization	Structure	Knowledge	Skills
Pre-Profession	Greater use of foreign capital. Some national capital formation activity. Strong local efforts Small to medium business units.	Local coalitions with possible formation of national organizations. No licensure.	Some technical or professional training available within university or firm. Some availability of post-secondary education.	*Accounting and Auditing:* Some focus on external reporting; sophisticated internal reporting; rudimentary systems principles. *Professional:* None *Economic and Business:* Experience and possibly education about small to medium business units and allocation mechanisms. *General:* Reasonable formal education (comprehensive secondary participation with some post-secondary work).	*Communications:* Simple communications within local or regional community; ability to locate, obtain and organize information from human resources. *Interpersonal:* Development of beginning management skills.
Individual Accounting Practitioner	Some use of foreign capital. Use of local capacity. Only local economic activity with little or no international linkages. Small business units.	None.	Little or no technical or professional training. Heavy reliance on life learning (experience). Limited availability of post-secondary education.	*Accounting and Auditing:* Rudimentary internal record keeping; limited cost accounting model; manual systems only. *Professional:* None. *Economic and Business:* Experience with small economic units. *General:* Basic formal or informal education (some secondary participation; little post-secondary).	*Communications:* Simple communities within local communities *Interpersonal:* Simple local interactions characteristic of a functional adult *Intellectual:* Basic reasoning ability

Organization Structure of the Profession

Table A.1 (UN 1994) shows the development of accounting bodies, and the different stages the profession goes through. Most of the accounting bodies in Anglophone Africa fall into the pre-profession and early profession categories. South Africa has a very advanced accounting profession; it sets accounting and auditing standards, holds examinations for students, has introduced a practice review scheme and is represented on the IFAC Council. At the other end of the spectrum is the Ethiopia Professional Accountants and Auditors Association, which is solely a membership body.

Having a body is a first step in developing the profession. Committed members are required to help the body devise and implement its objectives. Most accounting bodies have started out with limited full-time help, and have relied on the part-time services of members. To carry out its activities accounting bodies will establish a committee structure to delegate the work. Box A.2 describes the committee structure that the Institute of Chartered Accountants of Zimbabwe has devised to carry out its activities.

Box A.2: Organization Structure of the Institute of Chartered Accountants of Zimbabwe

The Institute of Chartered Accountants of Zimbabwe is run by a Council of fifteen members, two of whom are appointed by the Minister of Justice, Legal and Parliamentary Affairs. Members of the Council are elected based on geographical representation. Under the Council are the following committees:

- Advisory Committee to the President, which deals with the staffing, administration, and financial administration of the Institute and handles complaints against members.
- Accounting Procedures Committee, which monitors the published financial statements of public companies and parastatals, represents the Institute on the Zimbabwe Accounting Practices Board, and has a sub-committee on management accounting practice.
- Auditing and Professional Standards Committee, which reviews professional and ethical standards.
- Education Committee, which handles all matters relating to education and training.
- Public Relations Committee.
- Tax and Other Legislation Committee, which reviews all legislation that could affect the profession.
- Examinations Board, which is responsible for setting, marking and moderating the Institute's examinations.

Role of the Accounting Profession

As described in Chapter 1, the role of the accounting profession is to ensure that standards are maintained. Box A.3 shows the core objectives of the Institute of Certified Public Accountants of Kenya, which are typical of accounting bodies worldwide.

Box A3: The Institute of Certified Public Accountants of Kenya

The Institute of Certified Public Accountants was established in 1977 under the Accountants Act Cap. 531. The Act also established the Registration of Accountants Board and formally recognized the Kenya Accountants and Secretaries National Examinations Board. The core objectives of the Institute are to:

- "Promote the technical advancement and relevance of accountancy as the language of business and economic activity.
- Help members wherever they work to maintain their professional competence.
- Maintain high standards of practice and professional conduct by all its members.
- Set standards for entry into membership and for continuing competence which ensure that members will continue to enhance the value of the qualification.
- Extend and promote the knowledge and application of accountancy by means of research of a high standard.
- Promote the development and maintenance of institutions involved in accountancy training.
- Discipline errant members, and regulate the professional activities of members in the public interest.
- Improve public understanding of the nature of accounting and audit, and the services provided by members.
- Enhance the local and the international reputation of the Institute.
- Participate more effectively in the formulation of economic policies by closer liaison with Treasury, Central Bank, and other relevant government ministries or departments.
- Help ensure a business environment in which members are able to succeed professionally."

Entry into the Profession

Worldwide, professional bodies have adopted different entry requirements. Some bodies require applicants to have a degree in accounting, others will accept candidates with the equivalent of a high school diploma. A 1993 global survey on the state and adequacy of accounting education (UN 1994) found that the average level of education required to enter the profession is twelve years. IFAC recommends that the entry requirements should be equivalent to that which would enable admission to university.

In Anglophone Africa, students wishing to register for courses leading to become fully qualified accountants are normally required to hold the equivalent of a high school diploma: two Advanced level passes and three Ordinary level passes. Passes in mathematics and the English language are usually required. Some countries, such as Namibia, South Africa, and Zimbabwe, also require students to be accounting degree holders. A typical accounting student will be a school-leaver, but may also be a graduate, an accounting technician or the holder of a higher diploma.

Students wishing to register for courses leading to an accounting technician qualification are normally required to hold the equivalent of four Ordinary level passes, including passes in English language and mathematics. Table A.2 shows some typical routes to qualifying as a fully-qualified accountant.

Conclusions

To be effective, an accounting profession needs to have a strong body. Many of the countries need assistance with establishing and strengthening their accounting bodies if they are to carry out their role of ensuring the maintenance of professional standards. The standing of the profession also depends, to a large extent, on the interest of the government. In countries where governments see the benefits of sound accounting and auditing, the accounting professions are developing. As discussed in Chapter 1, international and regional bodies can also play a role in helping the development of national accounting bodies. In Eastern, Central and Southern Africa, accounting bodies are coming together to help each other through the harmonization of examination, ethical, and accounting standards.

Table A.2 Possible Routes to Qualifying as an Accountant

Route 1	Route 2	Route 3	Route 4
Obtain an accounting degree.	Obtain a High School Diploma (2 Advanced levels and 3 Ordinary level passes).	Obtain a High School Diploma (2 Advanced level and 3 Ordinary level passes).	Obtain 4 Ordinary level passes.
Register with the national accounting body, and receive exemptions from some of the professional. examinations	Register with the national accounting body, and study for the examinations full-time at a college of accountancy.	Accept employment as an accountant in industry, commerce, public sector or public practice.	Accept employment as an accountant in industry, commerce, public sector or public practice.
Study for the remaining examinations by day release, evening, or distance learning course.	Complete the examinations in 3 years.	Register with the national accounting body and study for the examinations by day release, evening, or distance learning course.	Register for accounting technician examination and study by day release, evening, or distance learning course.
Complete the examinations in 2 years, while obtaining 3 years' approved accounting training in industry, commerce, public sector or public practice.	Obtain 3 years' approved accounting training in industry, commerce, public sector or public practice.	Complete training in 4 years; complete examinations in 4-6 years.	Pass technician examination, register with national accounting body and receive some exemptions for the first level of the professional examinations. Complete the professional examinations in 3-4 years, while continuing approved accounting training.

Annex B: Accounting Examinations

This Annex reviews accounting examinations in Anglophone Africa. In particular it looks at: (a) accounting qualifications; (b) IFAC requirements; (c) examination schemes; (d) methods of examining; and (e) competency-based assessment.

Accounting Qualifications

To become a member of any of the accounting bodies in Anglophone Africa, a person must pass recognized accounting examinations. There are three levels of accounting qualification: (a) bookkeepers; (b) accounting technicians; and (c) fully-qualified accountants. Bookkeeping qualifications are the first level. Certificates and diplomas for bookkeepers are offered through the general education system in all countries. In many countries, such as Kenya, Malawi and Zimbabwe, there are also courses for accounting technicians. The highest level qualification is that of the fully-qualified accountant. Courses for fully-qualified accountants are described in Annex D.

IFAC Guideline: Prequalification Education Tests of Professional Competence and Practical Experience of Professional Accountants

The International Federation of Accountants guideline on prequalification education (IFAC 1991) provides a framework of the education and training which all professional accountants should acquire to become qualified and to exercise their profession. The Guideline states that "any program for the education and training of professional accounts must prescribe:

- The standard of general education for a student to be enrolled for education leading eventually to professional qualification.
- The theoretical content of professional studies and examinations.
- The standards of examinations leading to qualification, and
- The practical experience requirements."

Examination Schemes

Almost all the accounting bodies in Anglophone Africa set examinations. These examinations may be set entirely in-country or with assistance from other accounting bodies. Through its guideline on prequalification education, IFAC has identified the subject areas that all professional accountants should acquire to become qualified. Accounting bodies use examinations as a means of ensuring that newly-qualified accountants have the minimum technical knowledge necessary to function as accountants. IFAC also recommends that the final test of professional competence should test the student's ability to apply their theoretical knowledge to solve practical problems. Examinations should not be a simple memory test.

Box B.1: Kenya Accountants and Secretaries Examinations Board

KASNEB was established under the Accountants Act, 1977. KASNEB is a parastatal, reporting to the Ministry of Education. The main source of income comes from examination and registration fees. The functions of the Board are to: (a) prepare syllabuses for the examination of accountants and secretaries, (b) make rules with respect to examinations; (c) arrange and conduct examinations; and (d) issue examination certificates to successful candidates.

KASNEB offers two accounting qualifications: Certified Public Accountant (CPA); and Kenya Accounting Technicians Certificate (KATC).

- The CPA qualification is aimed at those who wish to qualify as professional accountants, auditors, finance managers, tax managers, and consultants. It is a three part examination, consisting of eighteen papers. In CPA Part II, students have the choice of taking two options in general accounting, cooperative accounting, central government accounting, or local government accounting.
- The KATC qualification is aimed at those who wish to obtain a qualification as a middle-level accountant.

The Board of KASNEB has fourteen members appointed by the Minister of Finance. Four of the members of the Board are CPAs. KASNEB has a staff of seventy people, headed by the Secretary.

Pass rates for the CPA examinations are not published. They are widely reported to be between 20 and 30 percent per section. Approximately 100 CPA students graduate each year.

It is important for all countries to have a recognized national accounting qualification. If qualified accountants are to offer a good service to the public, they must be tested in local laws and taxation. Most countries in Anglophone Africa have a recognized accounting qualification. IFAC believes that it is important for the accounting bodies to be involved in the administration of the tests of professional competence. This will enable them to determine, or at least influence, the standards of professional competence being set for the accounting profession. Six countries: Ghana, Kenya, Nigeria, South Africa, Tanzania, and Zimbabwe set their own national accounting examinations. These examinations may be set by a special examination board, as in Kenya, or by the professional body itself, as in Zimbabwe. Box B.1 describes the Kenya Accountants and Secretaries Examinations Board. Other countries have entered into joint examination schemes and use examination papers set by other accounting bodies.

Joint Scheme Examinations

Over the past few years, a number of the accounting bodies in Africa have taken advantage of the services of established accounting bodies, and have entered into joint examination scheme agreements. Outsourcing some examination papers to an organization that is skilled in setting accounting examinations can be an efficient and effective way of testing students. Botswana, Malawi, Sierra Leone, and Zambia have entered into joint scheme agreements. Other bodies, for example, the Lesotho Institute of Accountants, have chosen to enter into service agreements. Here the body sets some examination papers itself and uses examination papers set by another accounting body to develop a full qualification.

Establishing a qualification is difficult, both administratively and educationally. A body has to find competent examiners for all the subjects it wishes to examine. Setting examinations is also very costly. Being assisted with examinations has enabled bodies to offer to students a qualification of a high standard. Students are attracted by this and they join the national body, thus providing it with a source of income.

The use of joint examination schemes has enabled the bodies concerned to concentrate on matters such as providing services to members and students. These joint examination schemes have provided a starting point for national bodies. Accounting bodies, however, need to draw up the terms of reference for any arrangement to ensure that it meets the needs of the country, not the provider of the services. The important consideration is that countries have an accounting qualification of a sufficiently high standard so that the public can have confidence in the services of accountants.

The next step for these bodies is to localize their examinations. It is very difficult for students to study for the taxation and law practices of another country. In Malawi, for example, students study for UK taxation at the final examination. Students find studying for such a subject very difficult, and the pass rate for this subject is often lower than for other subjects at the same level. Box B.2 outlines the joint examination scheme in Malawi

Box B.2: The Public Accountants Examinations Board of Malawi

PAEC entered into a joint examination scheme with the UK Chartered Association of Certified Accountants (ACCA) in 1985. The original five-year agreement has since been renewed.

For the Foundation stage, students sit locally-set examinations. The examinations are externally moderated to ensure that they are of the same standard as equivalent international qualifications. At the Certificate and Professional stages, students sit the ACCA UK examinations except for taxation at the Certificate stage for which there is a local paper. There is also provision for a Professional stage Malawi taxation paper to be introduced later. Examinations for the technician level are wholly local. Originally, these examinations were externally assessed, but Malawi has developed sufficient expertise to set its own quality examination papers, and does not need assistance.

As a next step, Malawi would like to start setting its own examinations at the Certificate level, rather than using the ACCA UK papers. To ensure standards and train examiners, PAEC would like the papers to be externally moderated. PAEC does not have sufficient income to fund this activity, and is looking for donor assistance. The process that PAEC is proposing is a step towards Malawi having its own qualification, whilst ensuring that it maintains high standards. On completion of the joint scheme examinations, and upon obtaining the necessary work experience, students are eligible to apply for membership of the ACCA and for registration with the Malawi Accountants Board.

Examination Content

The IFAC Guideline identifies subject areas to which all accountants should be exposed. IFAC regards these as minimum requirements that may be expanded on or varied by accounting bodies. Table B.1 lists the subject areas that IFAC expects to see examined.

Table B.1 IFAC Course Requirements

Recommended Subjects	
Core Subjects	**Supportive Subjects**
Financial Accounting	Economics
Management Accounting	Law
Information Technology	Mathematics and Statistics
Auditing	Behavioral Sciences
Taxation	Management
Business Finance	

The IFAC guideline also says that the subject coverage may vary according to the different emphasis of the professional body. For example, a body preparing students for a qualification in management accounting may not need to include auditing to the same depth as for a qualification for public practice. Most of the countries in Anglophone Africa, however, do not have the resources to have accounting qualifications for different branches of the profession. They have to prepare students to work in a number of environments, not just in an accounting firm. As such, they need to ensure that there is adequate coverage of management, and public sector accounting, as well as auditing. This could be achieved by having separate streams or options in management and public sector accounting. In Kenya, for example, KASNEB has options in central, local, and cooperative accounting.

Table B.2 summarizes the final examinations of KASNEB, PAEC, and ICAZ. In terms of the subject matter, they cover the IFAC recommended subjects. Most of the examination papers are practical in nature, in that they use case studies, and require students to solve problems. The questions set by KASNEB and ICAZ are, however, reasonably straightforward, and do not examine more than one subject area at a time. In this respect, the examinations do not mirror real life, and the examinations may not be adequately preparing students for the work environment. The papers used by PAEC are set by the UK Chartered Association of Certified Accountants. The questions set require more reading, they are more complex, and for some papers examine more than one subject area. They appear to provide a more rigorous test of professional skills and knowledge.

Table B.2 Final Test of Professional Competence

Kenya	Malawi	Zimbabwe
Examination Paper	**Examination Paper**	**Examination Paper**
Principles and Practice of Management All theoretical essay questions.	*Information for Control and Decision Making* Half case study questions, half essay questions	*Auditing I* Mixture of practical case studies and theory questions.
Management Accounting Practical questions based on mini case studies.	*Accounting and Audit Practice* Mainly practical questions based on case studies.	*Accounting I* All practical case studies.
Taxation II Practical questions based on mini case studies.	*Tax Planning* All practical questions based on mini case studies.	*Management Accounting and Information Systems* Management accounting questions are practical case studies. Questions on IS are theory questions.
Financial Accounting IV Mixture of essay and mini case study questions.	*Management and Strategy* All practical questions based on mini case studies.	*Auditing II* Mainly practical questions.
Auditing and Investigations Mixture of essay and mini case study questions.	*Financial Reporting Environment* All practical questions based on mini case studies.	*Accounting II* All questions are practical.
Financial Management Mixture of essay and mini case study questions.	*Financial Strategy* All practical questions based on mini case studies.	*Financial Management* Practical case studies and essay questions.
		Taxation Practical case studies.

Box B3: ICAZ Examinations and Method of Examining

ICAZ has a two-part examination, covering financial and management accounting, as well as taxation and auditing. The examination is seen as a final uniform examination, similar to those of the American Institute of Certified Public Accountants, and the Canadian Institute of Chartered Accountants. Like ICAZ, these examinations follow the study of an accounting degree. A student must pass all the subjects in a part at one sitting; there are no referrals for marginal fails. While candidates may attempt the examination as many times as they need, they will not be permitted to resit if they fail badly at two consecutive attempts. All examinations last for three hours, except for financial management and taxation, which last for two hours.

All examination questions are compulsory, which enables the examiners to allocate different marks to each question. The main topic for each question is identified on the front of the examination paper. Also given are the marks awarded for that question, and the time students should spend answering it. The purpose of examinations is to test a student's knowledge of a particular subject. Providing such information on the front of the examination paper helps focus the student in what is required. Identifying the main subject area can help prevent a student misreading the question. Giving the time allocation makes it clear how much time a student should spend on a particular question, and may help prevent a student overrunning on time.

In the main, the examination questions are practical in nature. Weak areas are the examination of Information Systems; which accounts for only 25 percent of the Management Accounting and Information Systems paper; and the lack of integration of subject matter in examination questions. The setting, marking and administration of the examinations are the responsibility of the Examinations Board. The Board reviews all examination questions and marking schemes. The actual marking is carried out by the Examiners, although it is checked by Moderators appointed by the Board. Over the last three years, examination pass rates have varied between 23 and 44 percent.

Bodies have chosen different methods to examine students; essay questions, multiple-choice questions, open-book examinations, case studies, and projects. Box B.3 describes the approach ICAZ has chosen to test its students.

Competency-Based Education

A number of countries, including Australia and the UK are developing competency-based standards. Currently, an accounting student is admitted to membership based upon success in examinations, plus professional experience. Competences are the skills, rather than just the knowledge, that an accountant is expected to have. For example, students should be able to actually prepare satisfactory financial statements, not just know how to prepare them. The idea behind competences is that they provide a qualitative benchmark for accountants, and provide assurance to the public about the quality of services. In Australia, it is envisaged that the standards could be used by professional bodies for accreditation purposes, and by accounting educators to define the limits and potential of formal accounting education.

Using competences will require changes in syllabus and course delivery. The syllabus will show: (a) the key purpose of the subject, which summarizes what accountants achieve in their work; (b) the key role of the subject, which states in general terms the purpose of an occupational area; and (c) the individual units, which describe the main functions within an occupation. For each unit, the various elements define what an accountant should be able to do. Performance criteria attached to the elements

Box B.4: The UK Association of Accounting Technicians

The UK has developed a new structure of qualifications. These are called National Vocational Qualifications (NVQs) and are based on National Standards of Competence and have been introduced in response to employers' need for competence in the workplace. The UK Association of Accounting Technicians (AAT) acts as Secretary for Levels 2 to 4 (pre-professional level), and has helped develop standards for these levels.

The standards for accounting are defined in general terms so that staff working in different areas can relate to them. The range of competences does not just include technical skills. It also includes teamwork, communication skills and the need to consult others. At Levels 2 and 3 the competences are common to all sectors of accounting. At Level 4 there are options for people in industry and commerce, accounting firms, and the public sector. Definitions of the different levels are given below. The Standards are intended to provide the possibility of coherent, structured, career development through Levels 2, 3, 4, and eventually to Level 5.

- *Level 2* competence in a significant range of varied work activities, performed in a variety of contexts. Some of the activities are complex or non-routine, and there is some individual responsibility or autonomy.

- *Level 3* competence in a broad range of varied work activities, performed in a wide variety of contexts, most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is required.

- *Level 4* competence in a broad range of complex, technical or professional work activities, performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often present.

Assessment at each stage of the AAT qualification is by a combination of Central Assessment (set and marked by AAT) and Devolved Assessment (assessed by Approved Assessment Centers). NVQs offer the opportunity for assessment in the workplace enabling employers to play an active part in the assessment process. The assessments are verified by accredited bodies. AAT has approved employers and colleges both in the UK and overseas as assessment centers. Assessment centers will assess competence through AAT's specially prepared simulations, setting assignments and gaining evidence from the workplace. AAT approves, monitors, and evaluates assessment centers to ensure that staff are competent and that they have sufficient resources. This assessment will include regular spot checks and visits. Approval can be withdrawn if there are problems. AAT has introduced the central assessment for its Foundation and Intermediate Stages, and will introduce the first central assessment for the Technician Stage in June 1995.

set the standards for the work. There are also range statements which are used to narrow the applicability of a particular statement. Competency-based assessment is being introduced by the UK Association of Accounting Technicians (AAT). Box B.4 describes the background to the introduction of competences in the UK, and the way competences will be assessed by the AAT.

Table B.3 show the units of competence for the AAT qualification. In total, there are twenty-eight units of competence, organized into three levels. The units relate to accounting, business administration or generic issues, and information technology. Competence can be assured through evidence from: (a) prior achievement; (b) performance in the

BEST COPY AVAILABLE

workplace; (c) performance in specially-set activities; or (d) questioning, oral, written, or by computer.

For course delivery, the change to competency-based assessment will involve the following:

- A move to student-centered learning.
- An emphasis on outcomes, what the student can do by the end of the course, rather than the input of knowledge by the lecturer.
- An emphasis on the application of knowledge, rather than the acquisition.
- Better links with employers who will be involved in student assessment.

Competency-based assessment is still in its infancy, and will need further testing before it is universally introduced. While Africa has some good accounting colleges, it does not have sufficient colleges to offer comprehensive competency-based assessment at this time. The quality and quantity of colleges must improve before there can be changes in assessment. In the long term however, it is an answer to the complaints of employers that newly-qualified accountants do not have the necessary skills to be able to handle problems and deal with people.

Table B.3 AAT Qualification Structure

AAT Qualification Structure
AAT Foundation Competence (NVQ level 2)
Accounting Unit 1 Recording and Accounting for Cash Transactions
Accounting Unit 2 Recording and Accounting for Credit Transactions
Accounting Unit 3 Recording and Accounting for Payroll Transactions
Generic Unit 20 Data Processing
Generic Unit 24 Communicating for Accounting
Generic Unit 25 Health and Safety
Generic Unit 26 Creating and Maintaining Business Relationships
Generic Unit 27 Providing Information to Customers and Clients
Generic Unit 28 Storing and supplying Information
AAT Intermediate Competence (NVQ Level 3)
Accounting Unit 4 Recording Capital Transactions
Accounting Unit 5 Preparing Financial Accounts
Accounting Unit 6 Recording Cost Information
Accounting Unit 7 Preparing Reports and Returns
Accounting Unit 8 Preparing VAT Returns
Generic Unit 21 Information Technology Environment
Generic Unit 22 Using Spreadsheets
Generic Unit 25 Health and Safety
AAT Technician Competence (NVQ Level 4): Choice of Three Routes
Industry and Commerce Route
Unit 9 Operating a Cash Management and Credit Control System
Unit 10 Managing Accounting Systems
Unit 14 Drafting Financial Statements
Accounting Practice Route
Unit 18 Implementing Auditing Procedures
Unit 19 Preparing Taxation Computations
Unit 14 Drafting Financial Statements
Public Sector Route
Unit 10 Managing Accounting Systems
Unit 18 Implementing Auditing Procedures
Drafting Financial Statements 1 of:
Unit 15 Central Government
Unit 16 Local Government
Unit 17 National Health Service
Plus all of the Following:
Unit 11 Preparing Information for Cost Analysis and Control
Unit 12 Operating a Budgetary Control System
Unit 13 Preparing Information for the Appraisal of Activities and Projects
Unit 23 Informing the Continuing Development of an IMS
Unit 25 Health and Safety

Annex C: Accounting Education: Accounting Degrees

The success and development of the accounting profession are dependent upon good education. There are three levels of accounting education: (a) secondary and technical education; (b) university; and (c) professional education. Secondary and technical education provide qualifications for entry to the profession, and for accounting technicians. University education provides a theoretical base for professional accounting studies. Professional education tests students application of their knowledge to solve practical accounting problems. This Annex reviews university education.

Problems at Entry

In SSA, school and university education are often weak and many students are ill-equipped to begin professional training. In Botswana, there is a shortage of teachers for mathematics and the commercial subjects. Many students therefore leave school with low-level quantitative and verbal skills and are ill prepared for higher education. In Swaziland, as in many African countries, the thousands of school-age children are putting a tremendous strain on the primary and secondary school system. The few who manage to enter university find that their skills barely adequate, and a good portion of the first year is devoted to developing basic skills.

Accounting Degrees

In many countries worldwide, an accounting degree is required to become an accountant. There are a number of arguments in favor of requiring accounting degrees: (a) the caliber of entrants to the profession is high; (b) the service offered to clients should be superior; (c) they provide students with an academic, theoretical base to practical professional accounting training; and (d) the pass rates in the professional examinations should be higher. In the US more and more states are requiring students to obtain 150 semester hours (equivalent to five years of tuition) of relevant college education to take the final uniform examinations of the American Institute of Certified Public Accountants (AICPA).

The arguments against requiring a degree are: (a) they restrict the number of people who can become accountants as degree courses only have a certain number of places; and (b) they may disadvantage certain segments of the population who may not be able to gain access to higher education. In Malawi, for example, about fifty students will graduate for the Bachelor of Accounting Degree from the Malawi Polytechnic. The number of qualified accountants Malawi requires, however, cannot be met solely from the pool of accounting graduates. Malawi also has to look to non-relevant graduates, as well as school-leavers and accounting technicians to become fully-qualified accountants.

Requiring a relevant degree for entry means that students study for the majority of their accounting examinations before they commence employment. The advantage of this is that it enables students to pass most of the examinations, without the additional burden of working. The disadvantage is that students cannot apply their practical work experience to their theoretical studies.

Content of Accounting Degree Programs

A UN survey of worldwide accounting education (UN 1994) found that the methodology of teaching on accounting courses is not appropriate. The curriculum is poorly designed and courses do not meet the needs of employers. There are a number of reasons for this.

- To be accredited, a degree program has to meet the requirements of the accounting body. These requirements influence the course content of the degree. The quality of a degree program is often measured by the success of its students in the professional examinations. As such, an accounting department should stay very close to the professional body's examination syllabus.

- The majority of students take accounting degrees because they want to become qualified accountants. They look to the degree program to provide them with the maximum amount of exemptions from the professional examinations, and a solid base for future studies. This demand leads accounting departments to design their curricula to meet the needs of the students. Designing the curricula around seeking exemptions will influence not just the subject studied, but the method of study and assessment. In awarding exemptions from professional examinations, a body will look for a subject studied to the same depth, and examined in a similar fashion. This approach may restrict accounting departments from integrating subjects and examining by means other than a traditional three-hour examination.

- The majority of countries have audit-led professions. This places an emphasis on financial accounting and auditing, rather than on management accounting and an understanding of business.

- Most accounting departments in Africa lack new technology, especially computer equipment. At the University of Zimbabwe, Department of Accounting, student computer facilities are inadequate in number, with some 600 students using 40 machines. Many of the latest applications cannot be run because of the low capacity of the computers. This affects the teaching of information technology courses. In a questionnaire sent to accounting professionals who studied at the university, the quality of the computer facilities received very low scores.

- Accounting textbooks reinforce the traditional technical single-subject approach. Students use them to memorize accounting standards and policies. The textbooks do not teach a student to learn how to find answers to problems.

- There are insufficient links between accounting departments and employers. The employers of accounting graduates do not have a say in what should be taught.

- To change the approach of an accounting degree requires staff time, and skills. This is lacking in many accounting departments in Africa. The preparation of case studies, discussions and debates, and the encouragement of project teams for working is time-consuming.

The Way Forward for Accounting Degrees

As mentioned previously the number of accountants in Africa is small, and there is demand for all qualified accountants regardless of their entry-level academic background or type of experience. Accounting Departments may feel that accounting firms will take their graduates regardless of their quality, and that changing the curriculum is not a high priority. It is important however, for accounting degree programs to change. While most qualified accountants in Africa are not graduates, it can be expected that those who are will be the future leaders of the profession. Consequently they need life-long skills if they are to help the profession develop. In industrial countries, accounting degree courses are more innovative and up-to-date than professional examinations. African universities have to take a similar course of action.

As mentioned previously the content of accounting degrees can depend upon the examinations of the professional body. If degree courses are to change to meet the needs of users, professional bodies need to work very closely with university departments of accountants. The IFAC Discussion Paper on prequalification education for the accounting profession (IFAC 1994) identifies that professional examinations have had an undue influence on university accounting curricula. The paper says that the type of curriculum needed for professionals for the year 2000 and beyond should not be measured by the level of students' success in professional examinations.

Conclusions

There is a shortage of appropriately qualified accountants in Africa. If the accounting profession is to prosper in Anglophone Africa, individuals need to be encouraged to enter the profession. To achieve this, accounting bodies need to be more proactive in attracting students. This will mean widening access to the profession by providing alternative routes other than graduate entry, and going out to talk to school and university students about a career as an accountant.

Accounting degrees in Anglophone Africa are very traditional in their approach to the subject matter. They place a heavy emphasis on the techniques of accounting and auditing. Students do not learn to solve business problems or gain a good knowledge of how business works. While the technical knowledge gained by students may be satisfactory, the accounting curriculum is not providing the necessary life-long skills for accountants. Students do not learn communication, interpersonal, or problem-solving skills. Degree programs for students need to change to focus on providing students with transferable skills, and a base upon which to build continued learning.

Annex D: Accounting Education: Professional Education

The accounting profession has a number of roles regarding the education of accountants. It is responsible for: (a) defining entry qualifications; (b) setting examinations; (c) arranging or accrediting courses; (d) defining relevant work experience; and (e) defining CPE courses. This Annex reviews the professional education of student accountants. It looks at: (a) study methods, full-time, part-time, and distance learning courses; (b) teaching staff; (c) teaching material and methodology; (d) teaching facilities; and (e) involvement of accounting bodies in education.

There are a number of weaknesses in accounting education. Problem areas include the following:

- Lack of financial, human and material resources and their ineffective management;
- Lack of effective training or monitoring of training;
- Ill-balanced accounting education curricula, including the dominance of financial accounting and auditing and a lack of emphasis on management accounting and public sector financial management;
- Inadequate practical training;
- Little coordination between the accounting body, academics, and employers;
- Too few initiatives in accounting education;
- Insufficient regional cooperation; and
- Imbalance between professional and academic salaries, resulting in low-quality lecturers.

Bodies have chosen different methods to educate their students. The IFAC Guideline (IFAC 1991) offers three main alternatives for accounting bodies:

- "To rely entirely upon the external (public and private) educational facilities available in its country.
- To undertake the whole task itself.
- To use a combination of external education to provide a foundation of knowledge and its own resources to develop the student to the standard of professional competence which it deems to be essential for membership."

Study Methods

Chapter 2 described the increasing popularity of full-time education, and the improved examination performance of students studying by this method. In Anglophone Africa there are seven colleges of accounting, in Botswana, Kenya, Lesotho, Malawi, Sudan, Tanzania, and Zambia. The impetus for these colleges came from the accounting profession which wanted to ensure quality in-country education. The sole purpose of these colleges is to prepare students for technician and professional accounting courses.

Box D.1: Private Sector Colleges

There are a number of private sector colleges in Kenya that provide accounting tuition. Two of the larger colleges are Strathmore College and the School of Professional Studies.

Strathmore College has been teaching accounting since 1966 when it admitted its first full-time students for examinations leading to the ACCA qualification. Today, the college has expanded the courses it offers, and has a student population of over 1800. Strathmore offers full- and part-time courses, as well as distance learning courses for the Kenya CPA examinations. In addition, the college runs courses for the ACCA examinations subject to demand.

The college has some seventeen professional staff to run its accounting courses. Of these twelve are qualified accountants. It received a grant from the European Union and the Italian government to build and equip a purpose built campus. Examination pass rates are very good, with 67 percent passing the final CPA examinations in December 1993.

The School of Professional Studies was established in 1982. It offers courses for a number of qualifications including CPA, CPS, ACCA, and KATC. The school has some fourteen professional staff to run its accounting courses, of whom five are qualified CPAs. At about 40 percent, examination pass rates are higher than the national average.

All colleges were established with donor assistance, and apart from Kenya, all colleges are public sector colleges. Donor assistance has been vital in their establishment. In Lesotho, for example, the Centre for Accounting Studies was founded in 1979 with assistance from the Irish Bilateral Aid Program. The Irish government is still supporting the Centre, because it realizes the importance of continuing assistance until it can be successfully administered by local staff.

Besides special accounting colleges, there are other colleges in Africa that provide full-time tuition for professional accounting examinations. These colleges may be public or private sector. Box D.1 describes two private sector colleges in Kenya, Strathmore College, and the School of Professional Studies.

Part-time Accounting Education

Chapter 2 described part-time education. Courses are offered on a day or evening basis or through distance learning or block release. It is the cheapest method of study, and as such, provides the widest access to the profession. Students can study for the examinations while they are working. Traditionally, distance learning courses were only available from the UK or South Africa. Now distance learning material is being offered in a few Africa countries. Strathmore College in Kenya has produced distance learning materials, and Zimbabwe has recently introduced a distance learning course for students studying for the ICAZ examinations. The Centre for Distance Learning of the University of Zimbabwe has adapted distance learning materials produced by the University of South Africa (UNISA) for use in Zimbabwe. This material now also covers Zimbabwe taxation and law as well as accounting and auditing standards.

The Centre has set up six distance learning centers. Each center has a regional coordinator who collects the weekly assignments from students for onward transmission to the university. Completion of these assignments is compulsory, and the marks count for 30 percent of the final course mark.

Box D. 2: The Zimbabwe Association of Accounting Technicians

When the Zimbabwe Association of Accounting Technicians (ZAAT) was established, the need for students to be able to study at a distance was recognized. The absence of suitable material meant that the public sector options could not be introduced until 1985. With assistance from the British Council and a World Bank-financed project (Urban LN 2445-ZIM), funding was provided to help set up ZAAT and to produce teaching kits for these options. Each kit contains:

- Student notes which provide a comprehensive analysis of the subjects, plus a series of questions and answers.
- Tutor Notes which cover all the subjects, plus sections on teaching approaches and use of case studies.
- Supervisor Notes which will help employers appreciate the courses and help them structure training to complement the subject matter.
- Case Studies to encourage students to apply their knowledge to practical problems.

The public sector accounting study kit deals mainly with local government accounting. It is currently being expanded to include central government accounting.

When the assignments are returned to the students they also receive a copy of the model answer, and the marking scheme. In addition to studying the material, students attend monthly weekend schools.

Zimbabwe also uses distance learning material at the technician level. Box D.2 describes the distance learning material used by the Zimbabwe Association of Accounting Technicians.

UN Survey of Accounting Education

In 1993, the UN Commission on Transnational Corporations undertook a global survey of accounting education (UN 1994). The survey looked at a number of issues including: (a) quality of teaching staff; (b) teaching methodology and material; (c) educational facilities; and (d) the needs of developing countries. The findings of the survey were consistent with an earlier study of the accounting needs undertaken in 1990 by the UN in conjunction with the Bank and the ILO (UN 1991). Both assessments revealed the following generic deficiencies:

- Lack of qualified teaching staff, especially those with professional accounting qualifications.
- Lack of suitable teaching material, especially locally-authored textbooks.
- Inadequate or inappropriate curricula.
- Lack of good entry-level students.
- Lack of facilities, particularly computers.
- Large class sizes.

Worldwide, the average program suffers from two of these deficiencies. The leading deficiency found in the UN survey (1994) was lack of trained faculty, followed closely by lack of relevant teaching materials. The conclusion of the survey was

that the average accounting education program is technically oriented, taught by underpaid and frequently inadequately-prepared faculty, sometimes using irrelevant teaching materials.

Teaching Staff

Both UN surveys (1991, 1994) revealed a lack of qualified teaching staff, especially those with professional accounting qualifications. The standard of teaching is poor. Institutions cannot attract good staff as they are unable to offer competitive salaries, and professionally qualified people are better paid in the private sector. Many respondents to the studies emphasized the need to improve staff development, and to supplement salaries. Qualified professional accountants are reluctant to become involved in teaching as the financial rewards are meager.

The results of this present study show that the situation in Anglophone Africa is similar. In Botswana, for example, the shortage of professionally qualified accounting lecturers is of major concern. Salaries paid to lecturers are not competitive with industry and the profession, and consequently, educational institutions are unable to attract competent teaching staff. For example, Swaziland has established the 'King's Trust' to help assist the Business Faculty of the University of Swaziland. The main purpose of the trust is to provide deserving students with scholarships and bursaries and to subvent the salaries of accounting lecturers. The Institute hopes that the trust fund will help improve the number of students entering the accounting profession and the quality of the tuition available. The Malawi College of Accountancy has nine nationals, who are professionally qualified, on its teaching staff. The College is continually struggling to keep these staff, and has had to design an appropriate compensation package to keep them. This includes encouraging staff to take on consultancy assignments, and allowing them to keep a percentage of the fee.

Teaching Material and Methodology

The UN survey (1994) revealed a lack of suitable teaching material. Appropriate teaching material is necessary for students to be successful in the examinations. In particular, teaching material is needed for national company law and taxation, as well as for students studying through distance learning. As mentioned earlier, Strathmore College in Kenya has developed a successful distance learning course for students studying for the KASNEB examinations. This course is popular with students outside Nairobi who are not able to obtain quality face-to-face tuition. The Institute of Chartered Accountants of Zimbabwe has also recognized the need for good study material, and has asked the University of Zimbabwe to adapt training material for its examinations.

Study Material

As part of this study, a survey was undertaken of the quality of study material and books in Kenya. Questionnaires were sent to accountants who had completed their CPA studies and to educational institutions. The results of these surveys are given in Tables D.1 and D.2. The results show that most respondents felt that the coverage of the material was good. Very few however, felt it was very good, and suggested that there was room for improvement in the quality of study material, especially in the use of practical examples.

Table D.1 Survey of Kenyan CPAs

Study Material	Very Good (%)	Good (%)	Fair (%)	Poor (%)
Coverage of Materials	13	54	33	0
Ease of Understanding	4	57	9	30
Use of Practical Examples	0	39	30	31
Relevance of Study Questions	4	52	13	31

Table D.2 Survey of Educational Institutions

Study Material	Very Good (%)	Good (%)	Fair (%)	Poor (%)
Coverage of Materials	0	60	0	40
Ease of Understanding	0	80	0	20
Use of Practical Examples	0	20	40	40
Relevance of Study Questions	0	60	20	20

Information Technology

Information technology (IT) is an important area for accountants. Accountants have to be able to use IT, and are often required to provide advice on its acquisition and operation. The teaching of IT is weak due to the lack of equipment, and poor teaching expertise. In addition, it is hampered by the method of examination and the way students study. In Africa, the accounting bodies do not place any restrictions on how students study for their accounting examinations. Many will study by themselves using textbooks or distance learning material. These students, unless they have access to a computer through work, may not have any hands-on experience on a computer. In setting the examinations, accounting bodies have therefore to be mindful of these students. As a result, the examinations are very conservative, allowing students to answer the questions based on information gained from textbooks. In Zimbabwe, for example, ICAZ has only one question on information technology. The approach to teaching of IT in Africa contrasts to that of Canada where IT is an integral part of professional accounting education. Box D.3 describes the use of computers by the Certified General Accountants' Association of Canada.

Teaching Methodology

The UN survey (1994), and the findings of this report also show a very traditional approach to teaching, which is knowledge, rather than skills based. Students do not spend sufficient time learning how to apply their knowledge to solving practical problems. Annex B described the introduction of competency-based assessment by the UK Association of Accounting

Box D.3: The Certified General Accountants' Association of Canada

In industrial countries such as Canada, use of the computer is becoming an integral part of accounting courses. In 1987, the Certified General Accountants' Association of Canada (CGAA) introduced an examination scheme which integrates the use of the computer into the course. Students studying for the examinations use a distance learning course prepared by CGAA, and are required to submit assignments on a weekly basis to pass the course.

From the second level of the examinations, students are required to have access to a computer to complete their assignments. For those students wishing to buy their own computers, CGAA has arranged a competitive bank loan rate with a national bank. To ensure that students are computer literate, CGAA produces a computer course which students work through the summer before they commence their studies. In addition to written material, students also receive a number of computer software packages. Due to the integration of computing into the professional program, CGAA has found that its qualification is more attractive to students.

Technicians, which should help change the approach to teaching so to emphasize the application, rather than the acquisition of knowledge.

As part of this study, a survey was taken of the quality of accounting education in Kenya, and, in particular, the extent to which it prepared students to undertake basic tasks. It shows that less than 50 percent of respondents thought that the education they received prepared them to a great extent for accounting and auditing tasks. The responses provided by the CPAs questioned are given in Table D.3.

Facilities

The UN survey (1994) revealed a problem with teaching facilities and equipment. Educational institutions are badly managed. Facilities and teaching materials are poor, there are few books or computers and lecture rooms are inadequately equipped. For example, the Lilongwe campus of the Malawi College of Accountancy operates out of cramped rented premises in the city center. The premises are not designed for teaching; one of the classrooms has no windows, making teaching and learning very uncomfortable during the hot weather. There is a large demand for accounting courses in Lilongwe, and the college is overstretched. In 1994, over 350 students enrolled for the technician program, when for accommodation purposes 150 would have been ideal. The Lilongwe campus needs new premises if it is to meet demand.

Table D.3 Survey of Quality of Accounting Education

Area of Work	To a Great Extent (%)	Adequately (%)	Not at All (%)	N/A (%)
1. Basic Accounting				
(a) Processing of Primary Books of Accounts	41	36	0	23
(b) Posting to the Primary Books	43	38	0	19
(c) Cash and Bank Reconciliation	38	38	10	14
(d) Debtors and Creditor Reconciliation	24	43	14	19
2. Advanced Accounting				
(a) Preparation of Accounts	41	50	5	4
(b) Statutory Requirements	50	46	0	4
(c) Internal Audit and Investigation	23	55	9	13
(d) Treasury Management	0	27	32	41
(e) Budgeting and Forecasting	0	65	25	10
3. Auditing				
(a) Auditing of Transactions and Balances	52	26	9	13
(b) Evaluation of Internal Controls	42	46	8	4
(c) Preparation of Auditing Programs	22	39	26	13
(d) Preparation of Report	8	46	42	4

In addition to poor facilities, colleges are often located only in the major cities. Box D.4 describes the situation in Kenya where there is a lack of training facilities outside Nairobi.

Box D.4: Lack of Training Facilities Outside Nairobi

There is a problem of lack of training facilities outside Nairobi. There are a few colleges, but these are constrained through lack of resources. Provision of training is especially lacking at the higher-level CPA examinations. This is due to the lack of a comprehensive range of inexpensive teaching materials; inadequate trained resource personnel to teach; and limited equipment. In Nairobi, most of the lecturers are employed on a part-time basis, and are employed elsewhere during normal working hours. There are not the same full-time positions outside Nairobi and colleges outside the city do not have a pool of people who can work for them as part-time lecturers. The Kenya College of Accountancy would like to expand into other large urban centers in Kenya, but donor funding will be needed to attract lecturers.

Involvement of Accounting Bodies in Education

The UN survey (1994) identified three types of professional involvement: teaching courses at educational institutions; giving seminars; and producing instructional material. Traditionally, accounting bodies were not very involved in the provision of accounting education for students. Bodies offered short revision courses, but did not provide full-time tuition for their examinations or publish course material. The premise was that as the body set the examinations, it should be independent of the tuition. A number of accounting bodies are becoming directly involved in accounting education. In Australia, the Institute of Chartered Accountants is to establish a Graduate School of Accountancy. In Zimbabwe, the Institute of Chartered Accountants runs a revision course before the examinations. In Kenya and Tanzania, colleges of accountancy were set up with financial support from their accounting bodies.

Professional involvement is seen to be an indicator of a high-quality program, as involvement gives a practical emphasis to the curriculum. It is important that accounting bodies play an active role in the accounting departments of universities and colleges. The graduates of these institutions will work for the profession, and it is vital that employers have a say in the content and style of degree and diploma programs. Accounting bodies should seek representation on the Boards of accounting departments or act as guest lecturers to provide a link between academia and the profession.

In SSA, the involvement of the profession in academia is mixed. In Malawi, the Department of Accounting of the Malawi Polytechnic works closely with SOCAM on the development of standards. In addition, the Polytechnic is represented on the continuing professional education committee of SOCAM, and the Boards of PAEC and MAB. The profession however, is not represented on the Board of the Department of Accounting. In Zimbabwe, the Department of Accounting of the University of Zimbabwe and ICAZ work very closely together on degree content and standard setting. Box D.5 describes the committee of ICAZ which handles student matters.

The Institute of Certified Public Accountants of Kenya has developed a Strategic Plan, which covers the major activities it wishes to achieve over the next ten years. A number of its plans relate to education and training. They include: (a) cooperating more closely with teaching institutions to ensure the provision of quality

Box D.5: ICAZ Education Committee

The Institute regulates the activities of its students through its Education Committee. The functions of the Education Committee are to:

- Deal with all matters relating to the education and training of students and in particular to:
  Approve the registration of training contracts;
  Approve applications for entry into training contracts;
  Monitor students training records at regular intervals; and
  Determine the number of student accountants permitted to be employed in each practicing office.
- Receive recommendations from the Examination Board and Syllabus Sub-Committee and to review from time to time the syllabus, structure, and the entry qualification to the Institute Examination, and to make recommendations to the Council thereon as and when required.
- Formulate guidelines for Continuing Professional Education and to monitor compliance with CPE requirements.
- Arrange, through the National Training Sub-Committee, for the provision of tuition programs for student accountants.

accounting education; (b) continuing to support the development of the Kenya College of Accountancy; and (c) raising the awareness of the qualification to potential students through undertaking careers talks in schools and colleges.

Conclusions

In most countries, there is a shortage of qualified accountants and accounting technicians. As mentioned earlier, the success and the development of the profession are dependent upon good education. Tuition in accounting is provided in a variety of colleges, from purpose-built colleges of accounting to vocational colleges. These colleges are managed by both the public and the private sectors. Students can study for the examinations by attending full- or part-time courses, or taking distance learning courses or by reading textbooks.

Although studying on a full-time basis is the most successful way to study for the examinations, it is not available to the majority of students. The quality and availability of education needs to be improved, especially for students who are studying on a part-time basis. This annex has described deficiencies in accounting education, both in quality and quantity: teaching staff may not be appropriately qualified; there is a lack of suitable teaching material; facilities are poor; and the curricula are not meeting the needs of the users. For these areas to improve requires funding. This will require assistance with equipment and teaching material, and training for teachers.

Annex E: Accounting Technicians

This Annex looks at: (a) the role of accounting technicians; (b) accounting technician bodies; and (c) the IFAC guideline on the education and training of accounting technicians.

All countries use accounting support staff. The qualifications that these staff possess however, vary between country. In some countries, support staff are students studying for professional qualifications, or they may be partially qualified students who have ceased studying. In other countries, they may have completed a diploma in accounting, or have no accounting qualifications and be trained on the job. A growing number of countries have recognized the specific requirements of support staff and have developed special courses and qualifications for what has become known as accounting technicians. Accounting technicians are not expected to become accountants or assume senior positions. Some of them however, will go on to sit professional examinations. In the UK about a quarter of accounting technicians take this option.

IFAC defines an accounting technician as: "...a person who has capabilities at a technician level in specific spheres of accounting without necessarily the sum of knowledge and ability to handle problems of a more general nature at a professional level. Just as a physician or a surgeon is supported by persons with specific technical skills, like a nurse, a laboratory analyst, etc., accounting technicians provide specific competent services as an adjunct or support to an accountant's wider and comprehensive role. The role of a technician is, therefore, to supplement and support that of a professional accountant" (IFAC 1987).

The UN study (1991) highlighted the need for adequately-trained accounting technicians. There is more demand for qualified bookkeepers and accounting technicians than fully-qualified accountants. Most countries require about five times as many accounting technicians than fully-qualified accountants. Accounting technicians are specifically trained as support staff in the techniques and skills required for them to support fully-qualified accountants. The age of the accounting technician varies, ranging from school-leavers, to mature employees looking to gain a qualification to back-up their experience. It is important for management to have the necessary information on which to make decisions; companies cannot use highly-qualified accountants efficiently if the support staff skills are poor. Accounting technicians can also continue to become fully-qualified accountants.

Accounting Technician Bodies

While accounting technicians have existed for some years, it has taken longer for countries to recognize that they need training, which, although similar to that of an accountant, is different. Eleven countries in Anglophone Africa: Botswana; Ghana; Kenya; Lesotho; Malawi; Nigeria, South Africa; Swaziland; Tanzania; Zambia; and Zimbabwe have national qualifications for accounting technicians. In other countries where there is no national qualification, students may study for an accounting diploma at a local college, or may sit for the UK Association of Accounting Technicians qualification. Box E.1 describes the development of the accounting technician body in Zimbabwe.

Box E.1: The Zimbabwe Association of Accounting Technicians

In 1983, the UK Overseas Development Administration (ODA) carried out a study on the requirements for a local government training program in Zimbabwe. One of the recommendations of the report was regarding the establishment of the Zimbabwe Association of Accounting Technicians. ZAAT was established in 1984 under the sponsorship of ICAZ, ZIPFA, ICSA and CIMA. ZAAT is based upon the UK Association of Accounting Technicians (AAT). It held its first examinations in 1985, and today has 400 members and 1400 students. As a result of the initial push for a public sector accounting qualification, the majority of members are working in local government. Students however, are distributed through all sectors. The largest market for the qualification is the public sector. (Like the UK qualification, ZAAT has a public sector stream.)

The ZAAT examination is an entry point to a number of other qualifications, including ICSA and the Bachelor of Accountancy degree at the University of Zimbabwe. As such, many ZAAT graduates use their examination passes as a stepping stone to another qualification, and they do not become members of ZAAT. This affects the income that ZAAT can generate. ZAAT is not self-financing and it is dependent upon government assistance to keep running. The UK AAT faced a similar problem in that it was not seen by students as a membership body. AAT has spent the last few years making this one of its two priorities (the other being introducing a competency based examination structure). By increasing its services to members, AAT has been able to build its membership significantly, and as such increase its revenue to the point where it has the best financial record of all the UK accounting bodies.

If ZAAT is to take off in Zimbabwe, and gain the reputation that similar bodies have in other countries, it needs to improve its image, both with employers and students. ZAAT however, is a very small body. It is very limited in the type of sales promotion it can give to its qualification, the staff do not go out to schools to give careers talks, and literature on the qualification is not readily available. Without increasing its student base, the services it can offer its members and students will be very limited and the qualification will not be attractive to potential students and employers.

Advantages of Having an Accounting Technician Body and Qualification

Countries have chosen different routes for accounting technicians. Some countries, for example, Zimbabwe, have separate bodies, while others have integrated their accounting technician qualification into their main professional body, as for example, Tanzania. As accounting technicians do not offer services directly to the public, there is some debate over whether there should be an accounting technician qualification. There are a number of reasons for a formal qualification and body.

- All members of a body are obliged to follow a code of conduct and are subject to disciplinary action.
- Employers can be assured that members have attained certain standards and technical knowledge.
- Students undertaking the qualification can be assured of proper training, and testing of that through examinations.
- Members with a formal accounting technician may have better employment opportunities.
- A body can promote and help establish the status of a technician profession.
- It is important that there are appropriate qualifications for the required levels. Accounting technician qualifications fill that role.

- Members may take part in uniform CPE activities.

IFAC Guideline Education and Training for Accounting Technicians

Since 1990, accounting technician bodies have been able to join IFAC as associate members. IFAC has developed a guideline for the education and training of accounting technicians (IFAC 1987). The purpose of it is to help countries draw up their own criteria for the education and training of accounting technicians. An education program for accounting technicians needs to provide a basic level of knowledge. The guideline says that the educational program for accounting technicians should include the courses listed in Table E.1. The table shows that Kenya, Malawi and Zimbabwe meet most of the IFAC requirements. In addition to meeting IFAC requirements, many bodies add other subjects. For example, in Malawi, students can take courses in auditing, taxation, and public sector accounting.

Education and Training of Accounting Technicians

Students study for accounting technician qualifications through full-time, part-time courses, or distance learning courses. Most countries will have courses leading to formal accounting technician qualifications or accounting diplomas. The deficiencies in the education of accounting technicians are the same as for professional education as discussed in Chapter 2 and Annex D.

Conclusions

Given the scarce educational resources, which make the achievement of professional qualifications difficult, technician-level qualifications should be promoted in all countries. It is likely that most countries in Africa can offer reasonable technician-level education. The number of bodies offering such qualifications is increasing. Botswana, Ghana, Kenya, Lesotho, Malawi, Nigeria, South Africa, Swaziland, Tanzania, Zambia, and Zimbabwe have addressed this demand, and have qualifications for accounting technicians. Other countries are also interest-ed in developing an accounting technician qualification. It is important that professional bodies set the examinations if accounting technicians are to provide an efficient services. A body can develop a qualification that can provide an entry to a professional-level qualification. It can also provide a qualification that adequately supports the fully-qualified accountant.

Table E.1 IFAC Course Requirements

IFAC Course Requirement	Kenya	Malawi	Zimbabwe
Basic Accounting Processes and Systems	Bookkeeping and Accounts	Accounting 1	Financial Accounting 1
Basic Communication	Commercial Knowledge and Communication	Communications	Communication
Organizational Administration	Commercial Knowledge and Communication	Not Examined	Office Organisation and Management
Numeracy and Statistics	Business Statistics	Business Mathematics and Statistics	Commercial Mathematics and Quantitative Methods
Accounting Concepts and Practice	Financial Accounting	Accounting 2	Financial Accounting 2
Elements of Information Systems	Introduction to Electronic Data Processing	Information Systems	Data Processing
Organizational Environment	Elements of Law	Business Law	Business Law
Accounting and Organizational Control	Cost Accounting and Budgeting	Costing and Budgetary Control	Cost Accounting

Annex F: Training of Accountants

This Annex reviews the practical training of accountants. Relevant practical experience is a requirement for membership of all the accounting bodies in Anglophone Africa. The IFAC Guideline 'Prequalification Education Tests of Professional Competence and Practical Experience' (IFAC 1991) recommends that practical experience is a requirement for membership. IFAC does not give any detailed guidelines on the nature and scope of required work experience. The guideline states that practical experience is best obtained under the direct supervision of experienced members. The average period of practical training should be for at least three years. In 1993, a global survey was undertaken on the state and adequacy of accounting education (UN 1994). The survey found that: (a) 85 percent of countries require work experience for membership; and (b) the average period required for training is about thirty-six months. In a review of Kenya, Malawi, and Zimbabwe, the average length of time for degree holders was three years, and for non-graduates, five years.

In most countries in Anglophone Africa, students can gain work experience in the offices of practicing firms, in industry, commerce or the public sector. (Box F.1 describes the training requirements of ICAZ.) In some countries however, such as Namibia, South Africa, and Zimbabwe, training must be in public practice. The national accounting body does not allow students to train in industry and commerce, and the only way students can qualify in these areas is to take external (normally UK-based) qualifications. This is viewed as a weakness by some members of the accounting profession.

Box F.1: The Institute of Chartered Accountants of Zimbabwe

To become a Chartered Accountant, a student must enter into articles with a firm of Chartered Accountants. Articled clerks must complete 4,000 hours of practical experience if they are graduates with a recognized degree, and 6,000 hours if they enter articles after Advanced levels (the equivalent of a high school diploma). The Council requires that a minimum percentage of the training period is devoted to the following to accountancy and secretarial, audit, and taxation.

An articled clerk is required to record training on a weekly basis. Half-yearly progress reports and a summary record of experience are held by the articled clerk's Principal. Training records are submitted to the Institute, for monitoring, half-way through the training period. During this review, the Institute will give its final approval on completion of the requisite practical experience.

Monitoring of Training

To be effective, training must be supervised by the employer. Very often, training and proper supervision are lacking, and this results in trainees not being able to carry out their jobs as well as they should. Most employers do not have officers to oversee training, and it is an area that is neglected. There needs to be monitoring of training by the accounting bodies, as employers are not always aware of the advantages of proper training programs. This means that professional bodies have to educate employers, and show them the benefits of offering good training. This however, takes time and personnel, which, many accounting bodies do not have.

Many bodies including KASNEB, PAEC, and ICAZ issue their students with a training log, in which they are required to record their practical experience. These training logs are submitted with the application for membership. In addition to requiring technical skills, many bodies also include the need for communication, interpersonal and management skills.

Training should be supervised by a training partner, or senior line manager, who is a qualified accountant. The supervisor should regularly review the student's work, and should ensure that the standards are being met. On completion of the training period, this person will be the one to verify the training record. Box F.2 describes how training is monitored in Kenya.

Box F.2: Monitoring of Accounting Training in Kenya

The Registration of Accountants Board (RAB) is responsible for the registration of accountants. To register with the Board, a person must have passed the CPA examinations of KASNEB, and obtained two years relevant practical experience. Experience may be obtained in industry, commerce, the public sector, and professional practice.

KASNEB issues a CPA Student's Training Record. Students are required to complete the training record and submit it to RAB when applying for registration. Depending upon the area where the student has worked, the training record provides a checklist of the type of experience students should obtain.

The Training Record includes two sections: a diary; and a summary. In the diary, students are expected to record at regular intervals details of their work experience. This will include all the tasks which they have undertaken, and those where they have assisted. Besides accounting work, the training record will include details of any supervisory activities or non-accounting duties. In the summary, students are required to complete a summary sheet for each position held. The employer must confirm the experience by signing the section at the bottom of each page.

Competence-Based Training

A problem with accounting training in Africa is that it is not comprehensive. There are no definite career paths in companies or government departments and consequently, students are not able to gain a broad range of experience. In general, training is weak in all sectors except in the practicing accounting firms. Box F.3 describes the introduction of competence-based training by the UK Chartered Association of Certified Accountants (ACCA). ACCA has introduced competence-based training to:

- Enable the Association to set clear and simple requirements for membership.
- Ensure that trainees are following up-to-date working practices.
- Enable trainees to monitor their own progress and evaluate their performance against occupational standards.
- Help employers make objective assessments of trainees' capabilities.

Competence-based training is a recent initiative, and has yet to be adequately tested. Its success should be monitored before it is introduced in SSA.

Box F.3: The Chartered Association of Certified Accountants

The Chartered Association of Certified Accountants (ACCA) has revised its training requirements to ensure that aspiring accountants meet a basic level of competence. ACCA has identified five key roles for certified accountants: (a) financial and regulatory obligations; (b) taxation; (c) business planning and control; (d) audit; and (e) management.

The Association has identified forty-five elements of competence, thirty-four for the technical key roles and eleven for the management key role. Potential members are expected to achieve competence in at least five of ten key elements of technical competence designated by the Association, at least ten elements of technical competence overall, and five mandatory elements of management competence. Persons will be judged to be competent if they meet the performance criteria on more than one occasion, and can carry out the task under withdrawn supervision. The employer will decide when the individual has met the required standards of performance.

Conclusions

Gaining relevant work experience is just as important as passing examinations. If the quality of newly-qualified accountants is to improve, so must the quality of training. To accomplish this, the professional body must:

- Draw up guidelines covering the areas of experience required for membership.
- Issue students with a log in which they will record their practical experience.
- Visit employers to ensure that they understand the requirements of training.
- Monitor the training, through accrediting employers as approved trainers.

Where accounting bodies are small, and do not have the staff to carry out employer reviews, members should be encouraged to support the body in this activity.

Annex G: Continuing Professional Education

This Annex looks at continuing professional education. It reviews: (a) the recommendations of IFAC; and (b) CPE courses.

If bodies are to become strong, it is important that they help develop the skills of their members. This can be done through holding seminars and publishing a journal. One of the duties of the accounting profession is to ensure that its members are professionally competent to meet the needs of those who rely upon their service. The profession should ensure that its members maintain throughout their professional life the quality of the service and knowledge that society expects from them. Accountancy, as all other professions, must concern itself with not only prequalification education, but also with continuing education. The environment in which the accounting profession functions is constantly changing. The ability of the accounting profession to meet these new challenges and adapt its services is dependent upon education.

While some countries have little accounting and auditing capacity, in general, the private sector in SSA is reasonably well-developed. A number of countries have offices of the large international firms and many have established indigenous firms. Through offering good remuneration packages, private sector auditing firms are able to attract and retain the better-qualified accounting personnel. Weaknesses however, may arise in the case of small firms which do not have the backing of an international firm, or the finances of a large indigenous firm. For these firms, it may be financially difficult to keep abreast with new developments. Many of these small firms audit owner-managed companies. Although the companies may not require a detailed analysis of their financial position, the audited accounts often form the basis of government taxation assessments. As such, the quality of these accounts is important for governments who may rely on them for determining taxation liability.

The International Federation of Accountants

The International Federation of Accountants (IFAC) recommends that its member bodies develop programs of continuing professional education. The IFAC Guideline on Continuing Professional Education (IFAC 1989) states that the basic objectives of a CPE program operated by a professional body are:

- " To maintain an adequate level of technical knowledge among its members.
- To assist members of the profession to adapt to the evolution of new techniques, changing responsibilities and economic conditions.
- To demonstrate to society at large the concern of the profession for the public interest by encouraging members of the profession to have adequate technical knowledge and skills to provide the services reasonably expected of them."

IFAC recommends that member bodies should have as their objective, the

Box G.1: The Institute of Certified Public Accountants of Kenya

The Institute of Certified Public Accountants of Kenya (ICPAK) has a CPE program. In the last financial year, the Institute ran ten programs amounting to thirty-seven hours of structured CPE. In addition, CPE courses are run by branches and outside institutions. ICPAK has a CPE Committee. The terms of reference for the Committee are to:

- "Maintain, promote, increase, and update the knowledge, skill and proficiency of members.
- Provide training facilities for members.
- Conduct seminars, conferences, courses, group discussions and other training activities in professional, technical and other related areas.
- Set up an up-to-date library for members' use and to advise on its maintenance and development.
- Examine areas of research in professional and technical matters and problems affecting members' educational interests, etc.
- Prepare advisory and guidance statements for members on technical areas in conjunction with other committees for recommendation to the Council.
- Liaise on the Institute's behalf with other bodies concerned with the education of members.
- Do anything incidental to the above terms of reference with a view to maintaining and developing members' technical knowledge and competence."

acceptance, as a norm for each member, of a minimum of thirty hours each year (or a minimum of ninety hours in every three-year period) of structured learning activity. This should be supplemented, as appropriate, by regular unstructured learning.

CPE Courses

There are three main types of CPE courses: updating, extension to enhance technical or managerial skills, and advanced to develop specialist skills. Although some professional accounting bodies offer CPE courses for their members, there is a lack of such courses in Africa. CPE needs to be offered for members working in public practice, industry and commerce, and the public sector. Box G.1 describes the CPE initiatives of ICPAK, and the Committee it has established to develop this area.

Information Technology

Information technology is one of the major areas where accountants see the need to keep up-to-date. IFAC has issued a discussion paper on the minimum skills in information technology for professional accountants (IFAC 1993). The discussion paper emerged from the 1992 IFAC report on the impact of information technology on the accounting profession (IFAC 1992). This report identified the need for accountants to keep up-to-date with information technology. The discussion paper outlines seven areas where accountants need knowledge: (a) concepts in computerized systems; (b) elements of computerized systems; (c) system development, acquisition, implementation and maintenance; (d) information system control concepts; (e) auditing and information system control techniques; (f)

Box G.2: The Institute of Chartered Accountants in Ireland

Since 1986, the Institute of Chartered Accountants in Ireland (ICAI) has required the completion of a program in computing for membership. The program includes integrated accounting applications, spreadsheets, and databases. The examination includes a three hour 'hands-on' test. The Institute however, was still concerned about members keeping up-to-date. Although short CPE programs were available, the Institute decided to develop a more formal program for members. In conjunction with the Distance Education Division of Dublin City University, the Institute developed a two-year part-time graduate program, to be offered on a distance learning basis. The course was designed to lead to a Masters degree if there was sufficient demand.

The course commenced in 1991. The program has specially written material, supplemented by text books. It comprises a series of modules accompanied by a number of exercises and an assignment. Video- and computer-based courses are provided if appropriate. Tutorials are organized every six weeks for those able to attend. Assessment is through means of assignments, and a final detailed case study. This academic year, 130 members enrolled in the program. Eighty percent of those enrolled are from industry and commerce, and the remaining 20 percent from public practice. Most of the members enrolling have had some years of experience. By offering the program through distance learning, the course has attracted enrollments from Africa, the US and Europe. The structure of the program is given below:

Year 1 Graduate Certificate
Introduction to IT Configurations
Hardware and Software
Operational Management and Security and Control (I)
Communications Technology
System Design and Implementation (I)
Advanced PC Applications (I and II)

Year 2 Graduate Diploma
System Design and Implementation (II)
IT Policy, Strategy and Systems Planning
Advanced End User Computing
Operational management and Security and Control (II)
Evaluation and Integrity of IT
Case Study

Year 3 Master of Science
Development of Initial Project Proposal
Research Methods Module
Refinement and Approval of Project Proposal
Dissertation

practical experience of using micro computers; and (g) current developments and trends. Box G.2 outlines the experiences of the Institute of Chartered Accountants in Ireland.

Conclusions

Many students see accounting examinations as the end to learning. These represent however, only the end of the first phase in becoming an accountant. The field of accounting is very complex and newly-qualified accountants cannot be expected to have the same level of knowledge as more experienced accountants. Accounting bodies have put most of their efforts into setting examinations, and preparing accounting and auditing standards. They have not been ensuring that their members are keeping professionally up-to-date.

Many bodies recommend CPE, but they do not make it mandatory. As a first step, accounting bodies should make CPE mandatory. Members should undertake a minimum number of hours a year of structured and unstructured CPE. Initially, this can be regulated through members completing annual returns at the time of membership renewal. The next step for the accounting profession will be to monitor that members are actually undertaking the CPE that they have recorded. Bodies could check with teaching establishments that members have attended courses or members could be required to provide attendance certificates. Eventually, the accounting profession should test the quality of CPE through undertaking quality review schemes.

Annex H: IFAC Strategic Framework for Prequalification Education for the Year 2000

In 1986, the American Accounting Association published a report (AAA 1986) on the future of accounting education. The report had two main recommendations:

- College and universities should approach accounting education as an information development and distribution function for economic decision-making.

- Education of accountants should emphasize students' learning as the primary classroom objective.

This report was followed-up in 1989 by a white paper signed by the U.S. managing partners of the (then) big eight accounting firms (Arthur Andersen et al., 1989). This paper reviewed the skills and knowledge required for a successful accounting career. The skills listed were: communication; intellectual and inter-personal. Knowledge included: general; organizational and business; and accounting and auditing. The conclusion of this paper was that accounting education programs have focused on accounting and auditing knowledge to the detriment of the other skills. This report was followed up by the American Accounting Association, who together with the major public accounting firms formed the Accounting Education Change Commission (AECC). AECC produced a paper (AECC 1990) which recommended the following:

- A change from knowledge to process orientation. A newly-qualified accountant cannot be expected to know everything; the knowledge base is too large. An accountant's academic qualification should provide the base upon which life-long learning can be built.

- Accountants must be taught skills to enable them to learn. These will include providing a base to support continued learning by ensuring that students know the basic concepts and principles and can apply them in a variety of circumstances. Students must be taught 'inquiry skills,' which will help them identify problems and solutions. Students must be able to apply their knowledge to real-world settings.

The overall object is to prepare students to become professional accountants, not to be professional accountants at the time of graduation. When students graduate it is impossible for them to have the full range of skills and knowledge expected of a professional accountant.

IFAC Discussion Paper

The Education Committee of IFAC has published a Discussion Paper (IFAC 1994) on its views on the objectives and methodologies for education of accountants. This paper builds on the previously-mentioned work. It sets out a framework which aims to restructure the curriculum from the traditional approach to a forward-looking conceptual and top-down as well as bottom-up structure. The approach is intended to help the profession and educators to develop the abilities, knowledge and skills of persons joining the profession in the years ahead.

The view of the Education Committee is that the role of the accountant is changing. As well as having good accounting skills and knowledge, an accountant also needs to be an entrepreneur, financial analyst, global competitor, market analyst, skilled salesperson, good communicator, capable negotiator, public relations specialist, and general manager. The current methods of educating and training accountants do not meet these needs.

The traditional model of accounting education is knowledge-based. The proposed model of accounting education recommends that prequalification education should provide the base upon which life-long learning habits can be built. The business environment is constantly changing and qualifications, which are strictly knowledge-based, become out-of-date quickly. IFAC believes that professional accounting education has four components, which should be part of the education of every accountant:

- General accounting knowledge, which is the understanding of core accounting areas.
- Specialized accounting knowledge.
- General education, which will include subjects such as law and economics.
- Organizational and business knowledge, which will include subjects such as management, finance and marketing.
- Programs for students should focus on three issues:
- The accounting education process, which should provide students with transferable skills.
- Knowledge and skills, which should provide students with a base upon which to build continued learning.
- Professional orientation and attitude, which should help students understand professional ethics so they can make value-based judgments and address issues with integrity.

Implications for SSA

The introduction of the recommendations of IFAC will have implications for accounting education, and for SSA. It will require changes in accounting instruction from traditional knowledge-based learning from textbooks to making students active participants in the learning process. This will involve using case studies, role plays and other interactive methods. These changes will affect SSA in two main areas:

- Traditional face-to-face education will need to be supplemented. Educational materials will need to be developed that promote the development of student skills. IFAC is recommending a lower emphasis on memorizing accounting standards, and a higher one on the use of accounting as an information system. Educational institutions in SSA may not have the staff skills and facilities to be able to do this.
- Many students study for examinations by undertaking distance learning courses, or other self-study methods. Introducing different study methods could restrict student access to accounting qualifications to those able to pay for face-to-face tuition or expensive distance learning courses.

References

AAA Committee on the Future Structure, Content, and Scope of Accounting Education. 1986. "The Future Accounting Education: Preparing for the Expanding Profession". *Issues in Accounting Education*. P168.

AECC. 1990. *Position Statement No. One: Objectives of Education for Accountants*. USA.

Arthur Andersen and Co., Arthur Young, Coopers and Lybrand, Deloitte, Haskins and Sells, Ernst and Whinney, KPMG Peat Marwick Main Company, Price Waterhouse, and Touche Ross (issued jointly). 1989. *Perspectives on Education: Capabilities for Success in the Accounting Profession*. USA.

IFAC. 1987. *Guideline Education and Training Requirements for Accounting Technicians*. New York, USA.

----. 1989. *Guideline Continuing Professional Education*. New York, USA.

----. 1991. *Guideline Prequalification Education Tests of Professional Competence and Practical Experience of Professional Accountants*. New York, USA.

IFAC Task Force on Information Technology. 1992. *Impact of Information Technology on the Accountancy Profession*. New York, USA.

IFAC Education Committee. 1993. *Minimum Skills in Information Technology for Professional Accountants*. New York, USA.

IFAC. 1994. *Discussion Paper, A Strategic Framework for Prequalification Education for the Accountancy Profession in the Year 2000 and Beyond*. New York, USA.

United Nations. 1991. *Accountancy Development in Africa - Challenge of the 1990s*. New York, USA.

----. 1994. *1993 Review of International Accounting and Reporting Issues*. New York, USA.

Distributors of World Bank Publications

ARGENTINA
Carlos Hirsch, SRL
Galeria Guemes
Florida 165, 4th Floor-Ofc. 453/465
1333 Buenos Aires

Oficina del Libro Internacional
Alberti 40
1082 Buenos Aires

AUSTRALIA, PAPUA NEW GUINEA, FIJI, SOLOMON ISLANDS, VANUATU, AND WESTERN SAMOA
D.A. Information Services
648 Whitehorse Road
Mitcham 3132
Victoria

AUSTRIA
Gerold and Co.
Graben 31
A-1011 Wien

BANGLADESH
Micro Industries Development Assistance Society (MIDAS)
House 5, Road 16
Dhanmondi R/Area
Dhaka 1209

BELGIUM
Jean De Lannoy
Av. du Roi 202
1060 Brussels

BRAZIL
Publicacoes Tecnicas Internacionais Ltda.
Rua Peixoto Gomide, 209
01409 Sao Paulo, SP

CANADA
Le Diffuseur
151A Boul. de Mortagne
Boucherville, Quebec
J4B 5E6

Renouf Publishing Co.
1294 Algoma Road
Ottawa, Ontario K1B 3W8

CHINA
China Financial & Economic Publishing House
8, Da Fo Si Dong Jie
Beijing

COLOMBIA
Infoenlace Ltda.
Apartado Aereo 34270
Bogota D.E.

COSTA RICA, BELIZE, GUATEMALA, HONDURAS, NICARAGUA, PANAMA
Cuspas Bookstore
75 Meters al Norte del Hotel Balmoral en calle 7
San Jose

COTE D'IVOIRE
Centre d'Edition et de Diffusion Africaines (CEDA)
04 B.P. 541
Abidjan 04 Plateau

CYPRUS
Center of Applied Research
Cyprus College
6, Diogenes Street, Engomi
P.O. Box 2006
Nicosia

CZECH REPUBLIC
National Information Center
P.O. Box 668
CS-113 57 Prague 1

DENMARK
SamfundsLitteratur
Rosenoerns Allé 11
DK-1970 Frederiksberg C

EGYPT, ARAB REPUBLIC OF
Al Ahram
Al Galaa Street
Cairo

The Middle East Observer
41, Sherif Street
Cairo

FINLAND
Akateeminen Kirjakauppa
P.O. Box 23
FIN-00371 Helsinki

FRANCE
World Bank Publications
66, avenue d'Iéna
75116 Paris

GERMANY
UNO-Verlag
Poppelsdorfer Allee 55
53115 Bonn

GREECE
Papasotiriou S.A.
35, Stournara Str.
106 82 Athens

HONG KONG, MACAO
Asia 2000 Ltd.
46-48 Wyndham Street
Winning Centre
7th Floor
Central, Hong Kong

HUNGARY
Foundation for Market Economy
Dombovari Ut 17-19
H-1117 Budapest

INDIA
Allied Publishers Private Ltd.
751 Mount Road
Madras - 600 002

INDONESIA
Pt. Indira Limited
Jalan Borobudur 20
P.O. Box 181
Jakarta 10320

IRAN
Kowkab Publishers
P.O. Box 19575-511
Tehran

IRELAND
Government Supplies Agency
4-5 Harcourt Road
Dublin 2

ISRAEL
Yozmot Literature Ltd.
P.O. Box 56055
Tel Aviv 61560

R.O.Y. International
P.O. Box 13056
Tel Aviv 61130

Palestinian Authority/Middle East
Index Information Services
P.O.B. 19502 Jerusalem

ITALY
Licosa Commissionaria Sansoni SPA
Via Duca Di Calabria, 1/1
Casella Postale 552
50125 Firenze

JAMAICA
Ian Randle Publishers Ltd.
206 Old Hope Road
Kingston 6

JAPAN
Eastern Book Service
Hongo 3-Chome, Bunkyo-ku 113
Tokyo

KENYA
Africa Book Service (E.A.) Ltd.
Quaran House, Mfangano St.
P.O. Box 45245
Nairobi

KOREA, REPUBLIC OF
Daejon Trading Co. Ltd.
P.O. Box 34
Yeoeida
Seoul

MALAYSIA
University of Malaya Cooperative Bookshop, Limited
P.O. Box 1127, Jalan Pantai Baru
59700 Kuala Lumpur

MEXICO
INFOTEC
Apartado Postal 22-860
14060 Tlalpan, Mexico D.F.

NETHERLANDS
De Lindeboom/InOr-Publikaties
P.O. Box 202
7480 AE Haaksbergen

NEW ZEALAND
EBSCO NZ Ltd.
Private Mail Bag 99914
New Market
Auckland

NIGERIA
University Press Limited
Three Crowns Building Jericho
Private Mail Bag 5095
Ibadan

NORWAY
Narvesen Information Center
Book Department
P.O. Box 6125 Etterstad
N-0602 Oslo 6

PAKISTAN
Mirza Book Agency
65, Shahrah-e-Quaid-e-Azam
P.O. Box No. 729
Lahore 54000

Oxford University Press
5 Bangalore Town
Sharae Faisal
P.O. Box 13033
Karachi-75350

PERU
Editorial Desarrollo SA
Apartado 3824
Lima 1

PHILIPPINES
International Book Center
Suite 720, Cityland 10
Condominium Tower 2
Ayala Avenue, H.V. dela Costa Extension
Makati, Metro Manila

POLAND
International Publishing Service
Ul. Piekna 31/37
00-577 Warszawa

PORTUGAL
Livraria Portugal
Rua Do Carmo 70-74
1200 Lisbon

SAUDI ARABIA, QATAR
Jarir Book Store
P.O. Box 3196
Riyadh 11471

SINGAPORE, TAIWAN
Gower Asia Pacific Pte Ltd.
Golden Wheel Building
41, Kallang Pudding, #04-03
Singapore 1334

SLOVAK REPUBLIC
Slovart G.T.G. Ltd.
Krupinska 4
P.O. Box 152
852 99 Bratislava 5

SOUTH AFRICA, BOTSWANA
Oxford University Press Southern Africa
P.O. Box 1141
Cape Town 8000

SPAIN
Mundi-Prensa Libros, S.A.
Castello 37
28001 Madrid

Libreria Internacional AEDOS
Consell de Cent, 391
08009 Barcelona

SRI LANKA & THE MALDIVES
Lake House Bookshop
P.O. Box 244
100, Sir Chittampalam A. Gardiner Mawatha
Colombo 2

SWEDEN
Fritzes Customer Service
Regeringsgatan 12
S-106 47 Stockholm

Wennergren-Williams AB
P.O. Box 1305
S-171 25 Solna

SWITZERLAND
Librairie Payot
Case postale 3212
CH 1002 Lausanne

Van Diermen Editions Techniques
P.O. Box 465
CH 1211 Geneva 19

TANZANIA
Oxford University Press
Maktabe Street
P.O. Box 5299
Dar es-Salaam

THAILAND
Central Books Distribution Co. Ltd.
306 Silom Road
Bangkok

TRINIDAD & TOBAGO, JAMAICA
Systematics Studies Unit
#9 Watts Street
Curepe
Trinidad, West Indies

UGANDA
Gustro Ltd.
1st Floor, Room 4, Geogtadis Chambers
P.O. Box 9997
Plot (69) Kampala Road
Kampala

UNITED KINGDOM
Microinfo Ltd.
P.O. Box 3
Alton, Hampshire GU34 2PG
England

ZAMBIA
University Bookshop
Great East Road Campus
P.O. Box 32379
Lusaka

ZIMBABWE
Longman Zimbabwe (Pte.) Ltd.
Tourle Road, Ardbennie
P.O. Box ST 125

BEST COPY AVAILABLE

RECENT WORLD BANK TECHNICAL PAPERS *(continued)*

No. 268 Valdés and Schaeffer, *Surveillance of Agricultural Prices and Trade: A Handbook for Colombia*

No. 269 Scheierling, *Overcoming Agricultural Pollution of Water: The Challenge of Integrating Agricultural and Environmental Policies in the European Union*

No. 270 Banerjee, *Rehabilitation of Degraded Forests in Asia*

No. 271 Ahmed, *Technological Development and Pollution Abatement: A Study of How Enterprises Are Finding Alternatives to Chlorofluorocarbons*

No. 272 Greaney and Kellaghan, *Equity Issues in Public Examinations in Developing Countries*

No. 273 Grimshaw and Helfer, editors, *Vetiver Grass for Soil and Water Conservation, Land Rehabilitation, and Embankment Stabilization: A Collection of Papers and Newsletters Compiled by the Vetiver Network*

No. 274 Govindaraj, Murray, and Chellaraj, *Health Expenditures in Latin America*

No. 275 Heggie, *Management and Financing of Roads: An Agenda for Reform*

No. 276 Johnson, *Quality Review Schemes for Auditors: Their Potential for Sub-Saharan Africa*

No. 277 Convery, *Applying Environmental Economics in Africa*

No. 278 Wijetilleke and Karunaratne, *Air Quality Management: Considerations for Developing Countries*

No. 279 Anderson and Ahmed, *The Case for Solar Energy Investments*

No. 280 Rowat, Malik, and Dakolias, *Judicial Reform in Latin America and the Caribbean: Proceedings of a World Bank Conference*

No. 281 Shen and Contreras-Hermosilla, *Environmental and Economic Issues in Forestry: Selected Case Studies in Asia*

No. 282 Kim and Benton, *Cost-Benefit Analysis of the Onchocerciasis Control Program (OCP)*

No. 283 Jacobsen, Scobie and Duncan, *Statutory Intervention in Agricultural Marketing: A New Zealand Perspective*

No. 284 Valdés and Schaeffer in collaboration with Roldos and Chiara, *Surveillance of Agricultural Price and Trade Policies: A Handbook for Uruguay*

No. 285 Brehm and Castro, *The Market for Water Rights in Chile: Major Issues*

No. 286 Tavoulareas and Charpentier, *Clean Coal Technologies for Developing Countries*

No. 287 Gillham, Bell, Arin, Matthews, Rumeur, and Hearn, *Cotton Production Prospects for the Next Decade*

No. 288 Biggs, Shaw, and Srivastiva, *Technological Capabilities and Learning in African Enterprises*

No. 289 Dinar, Seidl, Olem, Jorden, Duda, and Johnson, *Restoring and Protecting the World's Lakes and Reservoirs*

No. 290 Weijenberg, Dagg, Kampen Kalunda, Mailu, Ketema, Navarro, and Abdi Noor, *Strengthening National Agricultual Research Systems in Eastern and Central Africa: A Framework for Action*

No. 291 Valdés and Schaeffer in collaboration with Errazuriz and Francisco, *Surveillance of Agricultural Price and Trade Policies: A Handbook for Chile*

No. 292 Gorriz, Subramanian, and Simas, *Irrigation Management Transfer in Mexico: Process and Progress*

No. 293 Preker and Feachem, *Market Mechanisms and the Health Sector in Central and Eastern Europe*

No. 294 Valdés and Schaeffer in collaboration with Sturzenegger and Bebczuk, *Surveillance of Agricultural Price and Trade Policies: A Handbook for Argentina*

No. 295 Pohl, Jedrzejczak, and Anderson, *Creating Capital Markets in Central and Eastern Europe*

No. 296 Stassen, *Small-Scale Biomass Gasifiers for Heat and Power: A Global Review*

No. 297 Bulatao, *Key Indicators for Family Planning Projects*

No. 298 Odaga and Heneveld, *Girls and Schools in Sub-Saharan Africa: From Analysis to Action*

No. 299 Tamale, Jones, and Pswarayi-Riddihough, *Technologies Related to Participatory Forestry in Tropical and Subtropical Countries*

No. 300 Oram and de Haan, *Technologies for Rainfed Agriculture in Mediterranean Climates: A Review of World Bank Experiences*

No. 301 Edited by Mohan, *Bibliography of Publications: Technical Department, Africa Region, July 1987 to April 1995*

No. 302 Baldry, Calamari, and Yaméogo, *Environmental Impact Assessment of Settlement and Development in the Upper Léraba Basin*

BEST COPY AVAILABLE

THE WORLD BANK
A partner in strengthening economies
and expanding markets
to improve the quality of life
for people everywhere,
especially the poorest

Headquarters
1818 H Street, N.W.
Washington, D.C. 20433, U.S.A.

Telephone: (202) 477-1234
Facsimile: (202) 477-6391
Telex: MCI 64145 WORLDBANK
MCI 248423 WORLDBANK
Cable Address: INTBAFRAD
WASHINGTONDC
World Wide Web: http://www.worldbank.org
E-mail: books@worldbank.org

European Office
66, avenue d'Iéna
75116 Paris, France

Telephone: (1) 40.69.30.00
Facsimile: (1) 40.69.30.66
Telex: 640651

Tokyo Office
Kokusai Building
1-1, Marunouchi 3-chome
Chiyoda-ku, Tokyo 100, Japan

Telephone: (3) 3214-5001
Facsimile: (3) 3214-3657
Telex: 26838

Cover design by Joyce Petruzzelli

ISBN 0-8213-3467-0